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*Faculty of Education
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Editorial

Volume I, Number 1 of *The Alberta Journal of Educational Research* carried in this column a guest editorial by the President of the University of Alberta, together with greetings from the various organizations cooperating in the Advisory Committee on Educational Research. These inclusions were appropriate to the initial issue. The President has been continuously helpful to the Committee. The University's Board of Governors, the Alberta Department of Education, the Alberta Teachers' Association, the Alberta School Trustees' Association and the Alberta Federation of Home and School Associations have provided vital support, both moral and financial.

In the present issue it seems fitting that the editorial column should be concerned with the research program itself. Areas of research need classification. Relationships between current investigations need pointing up.

A central area of educational research is, of course, curriculum and pupil achievement. A 1953 study of reading and language in Alberta schools was the basis of the Carmichael-Rees article, "A Survey of Reading Achievement in Alberta Schools," in the first issue of the Journal. It is also the basis of two articles in the present issue: "A survey of the Language Achievement of Alberta School Children" (Reid-Conquest), and "A Study of the Written Composition of a Representative Sample of Alberta Grade Four and Grade Seven Pupils" (Coutts-Baker). The composition scale which appears as an appendix to this issue was derived from the latter study.

Attention to a more general kind of relationship between the curriculum and students is illustrated by Hohol's "Factors associated with School Drop-Outs," in the first issue. Articles on promotion policies and individual differences among students will appear in subsequent issues.

Another extremely important area of research, teacher education, was introduced in the first issue by Clarke and Pilkington, "Why Teaching is Chosen as a Career."

Other articles in the first two issues suggest still other kinds of research the findings of which will be presented from time to time. Ooley's "A Cooperative Staff Project to Improve Reading" describes the kind of investigation currently known as "action" research. Kimmit's "Comparative Study of Public and Private Ownership of School Buses in Alberta" directs attention to one of the more purely administrative phases of school operation. Lampard's "The Reading

Abilities of Adults" opens up the field of extension services and adult education. Sister Hochstein's "Roman Catholic Separate and Public Schools in Alberta" is an historical study.

The above articles suggest the scope, if not the detail, of the program with which the research committee will be concerned.

The first year of the program must of course be exploratory. The Committee is experimenting not only with areas and types of investigation but also with the development of research interests and competencies, with the means of reporting, and even with such elementary matters as the format and binding of the Journal. Mistakes have been made, and there will no doubt be more of them. But the Committee is confident that with the continued support and understanding of persons and institutions sensitive to the values of research, it will be able to develop an increasingly significant program and an increasingly effective organ of publication.

A STUDY OF THE WRITTEN COMPOSITION OF A REPRESENTATIVE SAMPLE OF ALBERTA GRADE FOUR AND GRADE SEVEN PUPILS

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Background and Purpose of the Study

The present study is supplementary to a large survey of the reading and language achievement of grade IV and grade VII students in Alberta.¹ For this survey, a representative sample of students was chosen in such a way that all geographic areas, types of school organization, socio-economic and ethnic groups would be included. The city sample was drawn from Edmonton and Lethbridge, the town sample from eight towns (school population 250-1,000) randomly chosen. The graded rural sample included only rural pupils attending graded schools, the ungraded sample only rural pupils attending one-room rural schools. Slightly less than 1,000 pupils were included in each of the grade IV and grade VII samples.

The general purpose of the present study was to examine, evaluate and analyze the written composition of Alberta boys and girls at the grade IV and grade VII levels. More specific purposes were:

1. The compare achievement at these levels—both as to the quality and expression of ideas, and the correctness of mechanics and usage—among the various subsamples.
2. To explore correlations between each pair of the following variables for which data were available: intelligence, rating of the quality of ideas of an original composition, rating of correctness in mechanics and usage, and the total score on the California Language Test.

Design and Procedure

Assignment

The writers believed that, if the results were to be valid, all students at each level should be asked to write on a common topic of sufficient breadth that pupils of varied backgrounds could react to it. They further believed that it should be planned to stimulate boys and girls to marshal ideas from their own experience, to organize these ideas thoughtfully, and to write a short composition in as clear and effective a manner as possible. Actual assignments were as follows:

¹For further information concerning this survey, see "A survey of Reading Achievement in Alberta schools" in the March 1955 issue of this Journal. See also, in the present issue, the editorial page and "A Survey of the Language Achievement of Alberta School Children," pp. 39-52.

GRADE IV

Joe can hardly wait to get home after school. He's building a model airplane, and in a couple of days he'll have it ready to fly. Bill heads for the playground, where he finds several friends eager to play ball with him. Sue goes straight home to read, while Mary and Ellen get out on their roller skates as fast as they can.

What do you like to do after four o'clock, when school is over for the day? Tell about it in one or more paragraphs. Use the title *Fun After Four*. Things you might mention are why you like it, how you do it, and any other interesting facts about it.

Arrange your ideas and sentences as smoothly as you can, planning and trying them out on page 2, for *rough work*. Then rewrite them on page 3, for *finished work*. You needn't fill all the lines, although you should tell enough to be interesting.

Use pencil for all your work.

GRADE VII

Everyone has a hobby. Some boys and girls raise stock or grain for show. Some boys prefer building models, radio sets, or machines. Girls often like to embroider, to sew, or to do leather work. Some boys and girls collect things: stamps, coins, pictures, recordings. Others prefer to paint, to play the piano. No matter what your hobby is, you must have very good reasons for liking it. Write a composition of 150-200 words under the title *Why My Hobby is Important*. You may arrange your composition in one or more paragraphs depending upon how you want to organize your ideas.

Suggested Procedure

1. Write down the ideas you want to include.
2. Make a brief outline or plan of your composition.
3. Write your composition in rough form in the space provided.
4. Check your composition, making additions and alterations for improvement and correcting spelling, grammar, punctuation, and sentence form if necessary.
5. Copy your composition carefully in ink beneath the words **FOR FINISHED WORK**.

Evaluation and Scoring

Quality. The writers were aware of the existence of the *Hudelson English Composition Scale* and of other such scales. None seemed suitable for use in Alberta under the conditions of the present study. It was therefore decided to develop a scale specifically for the assignments made to Alberta grade IV and grade VII students, and based on the compositions written through the stimulus of the assignments.

Scoring instruction were as follows:

Evaluate the papers on a five-point scale using the following criteria for guidance. Enter the value in the space provided on the record card under the heading *Ideas, Organization, Presentation*.

Value 5: The qualities suggested for 4 plus such added qualities as the happy turn of phrase, added polish, greater maturity of thought.

Value 4: Selection of Ideas.

Unity of Ideas—stays with the topic.

Paragraphing—paragraphs used when necessary.

Use of Connectives—connectives used when necessary.

Sentence organization—sentences logically organized.

Sentence Variety—reasonable variety in sentence structure to give a pleasing effect.

Style—pleasing and unpretentious style.

Appearance—agreeable as to appearance.

Value 3: The same qualities as in 4 above, but only average in effectiveness. Will include papers otherwise well written but not on the topic assigned.

Value 2: Lacking in most of the qualities as in 4 above, but intelligible.

Value 1: Generally lacking in the qualities of 4 above. Is incoherent, garbled, illogical, immature, obscure.

For papers graded 4 and 5 check under "Reasons for Evaluation" the specific points of strength which led to the evaluation placed on the paper.

For papers graded 1 and 2 check under "Reasons for Evaluation" those items in which the paper was so deficient as to merit the evaluation which you gave it.

For papers graded 3 no checks under "Reasons for Evaluation" are necessary.

Forty to fifty compositions from each of the grade IV and grade VII samples were submitted to a panel of experienced judges who evaluated them independently. When there was complete agreement by all of the judges, two scales²—one for grade IV and one for grade VII—were prepared and mimeographed.

Using these scales, selected students registered in the Faculty of Education, University of Alberta, evaluated the quality of the compositions in both the grade IV and grade VII samples. Each paper was evaluated independently by three students, and the average evaluation (rounded to the nearest whole number) calculated. The score values thus determined were used in making the analyses and comparisons of the quality of the compositions in the study.

Mechanics and usage. Each composition was scored according to the following instructions:

In the left hand margin of the student's paper place the letter *S* for each error in spelling, the letter *P* for each error in punctuation, and the letter *U* for each error in grammar and usage. Total the spelling, punctuation, and grammar and usage errors, and place the totals in the boxes on the record card. In the box to the right of these enter the value on usage and convention by using the following conversion scale:

Value 5—no errors

Value 4—1, 2 or 3 errors

Value 3—4, 5 or 6 errors

Value 2—7, 8 or 9 errors

Value 1—more than 9 errors.

Accept any legitimate spelling of a word. Count as an error in spelling the omission of the capital from proper nouns but not the omission of the capital at the beginning of the sentence. Count also as errors the capitalization of a word which does not require such capitalization.

Only those punctuation errors should be counted which are definite breaches or which distort the meaning. Count as errors in punctuation the omission of a capital at the beginning of a sentence. Do not count as punctuation errors the comma splice since this is really related to sentence organization rather than punctuation.

²These scales are reproduced in the Appendix to this Journal, pages 53-61.

Count as errors in grammar and usage only those items which are unacceptable in standard informal English. Use Perrin's *Writer's Guide and Index to English* and either Webster's *Collegiate Dictionary* or the *American College Dictionary* as sources against which to check usage.

In addition a count was made of the spelling, punctuation, and usage errors on all of the papers in both the grade IV and the grade VII samples.

Correlations

The intelligence score, the total score on the California Language Test, the *quality* score, and the *mechanics* score were recorded for each student. These data were then complied and analyzed, the statistical computations being done by graduate students under the guidance of Dr. G. M. Dunlop.

Written Expression in Grade Four

Quality

Table I shows the distribution of quality scores for all pupils in the grade IV sample. Of this sample 3.8 per cent (34 students) received a score of five, 24.3 per cent a score of four, 46.4 per cent a score of three, 22.2 per cent a score of two, and 3.3 per cent a score of one. The highest mean score was obtained by the city subsample. The town, graded rural, and ungraded rural subsamples follow in that order.

TABLE I
QUALITY SCORES, MEANS, AND STANDARD DEVIATIONS
FOR FOUR SUBSAMPLES OF ALBERTA GRADE
FOUR PUPILS

Sample	Scores					Number of Students	Mean	Standard Deviation	Standard Error
	5	4	3	2	1				
City	19	88	152	63	6	328	3.167	0.828	0.046
Town	7	62	92	35	5	201	3.154	0.835	0.059
Graded Rural	3	37	89	50	7	186	2.887	0.819	0.060
Ungraded Rural	5	79	29	49	11	173	2.815	0.887	0.067
TOTAL	34	216	412	197	29	888	3.033	0.865	0.029

The means shown in Table I were variously paired and their significance tested by the Cochran and Cox approximate method. Table II shows these differences, together with the standard errors of the differences between pairs, the observed *t* values, and significant differences between pairs.

TABLE II
COMPARATIVE ACHIEVEMENT IN QUALITY OF WRITTEN
COMPOSITION OF GRADE FOUR PUPILS EXPRESSED
AS MEAN DIFFERENCES

Sample	Town	Graded Rural	Ungraded Rural	Total Sample
CITY				
Dif.	0.013	0.280	0.352	0.134
SE _D	0.075	0.076	0.082	0.054
t	0.174	3.702	4.309	2.407
Sig.		.01	.01	.05
TOWN				
Dif.		0.267	0.339	0.121
SE _D		0.089	0.090	0.066
t		3.166	3.776	1.839
Sig.		.01	.01	.....
GRADED RURAL				
Dif.			0.072	—0.146
SE _D			0.091	0.067
t			0.795	2.184
Sig.				.05
UNGRADED RURAL				
Dif.				—0.218
SE _D				0.074
t				2.962
Sig.				.01

The means of the city and town subsamples are significantly greater than those of the graded rural and ungraded rural subsamples at the .01 level. Other differences between pairs are not statistically significant.

The above indications may be confirmed by reference to the mean of the total sample, which is significantly smaller than that of the city subsample and significantly greater than the means of both graded rural and ungraded rural subsamples.

Mechanics and Usage

Table III shows the distribution of scores in mechanics and usage for all pupils in the grade IV sample. Of this sample 6.1 per cent (54 students) received a score of five, 37.6 per cent a score of four, 33.9 per cent a score of three, 13.9 per cent a score of two, and 8.5 per cent a score of one. The highest mean score in mechanics was shared by the city and town subsamples. The graded rural and ungraded rural subsamples follow in that order.

TABLE III

MECHANICS SCORES, MEANS, AND STANDARD DEVIATIONS FOR FOUR SUBSAMPLES OF ALBERTA GRADE FOUR PUPILS

Sample	Scores					Number of Students	Mean	Standard Deviation	Standard Error
	5	4	3	2	1				
City	18	134	111	45	20	328	3.259	0.990	0.054
Town	18	75	65	27	16	201	3.259	1.057	0.075
Graded Rural	12	76	58	28	12	186	3.258	1.004	0.074
Ungraded Rural	6	49	67	24	27	173	2.902	1.084	0.082
TOTAL	54	334	301	124	75	888	3.189	1.030	0.034

TABLE IV

COMPARATIVE ACHIEVEMENT IN MECHANICS AND USAGE OF GRADE IV PUPILS EXPRESSED AS MEAN DIFFERENCES

Sample	Town	Graded Rural	Ungraded Rural	Total Sample
CITY				
Dif.	0.000	0.001	0.357	—0.070
SE _D	0.093	0.092	0.099	0.065
t	0.000	0.010	3.600	1.081
Sig. ....	.....	.....	.01	.....
TOWN				
Dif. ....	.....	0.001	0.357	0.070
SE _D ....	.....	0.105	0.111	0.082
t ....	.....	0.101	3.205	0.850
Sig. ....	.....	.....	.01	.....
GRADED RURAL				
Dif. ....	.....	.....	0.356	0.069
SE _D ....	.....	.....	0.111	0.082
t ....	.....	.....	3.210	0.859
Sig. ....	.....	.....	.01	.....
UNGRADED RURAL				
Dif. ....	.....	.....	.....	—0.287
SE _D ....	.....	.....	.....	0.090
t ....	.....	.....	.....	3.203
Sig. ....	.....	.....	.....	.01

Table IV compares the achievement of the four subsamples in terms of mean differences. The mean of the ungraded rural subsample is significantly smaller (.01) than that of the total sample and of the other subsamples.

Written Expression in Grade Seven

Quality

Table V shows the distribution of quality scores for all pupils in the grade VII sample. Of this sample 2.1 per cent (19 students) received a score of five, 19.1 per cent a score of four, 48.5 per cent a score of three, 26.3 per cent a score of two, and 3.9 per cent a score of one. The highest mean score was obtained by the city subsample. The town, graded rural, and ungraded rural subsamples follow in that order.

TABLE V
QUALITY SCORES, MEANS, AND STANDARD DEVIATIONS
FOR FOUR SUBSAMPLES OF ALBERTA GRADE
SEVEN PUPILS

Sample	Scores					Number of Students	Mean	Standard Deviation	Standard Error
	5	4	3	2	1				
City	9	68	162	81	10	330	2.955	0.824	0.045
Town	5	40	115	47	7	214	2.949	0.793	0.054
Graded Rural	2	31	81	49	6	169	2.846	1.032	0.079
Ungraded Rural	3	31	75	58	12	179	2.749	0.877	0.066
TOTAL	19	170	433	235	35	892	2.891	0.827	0.028

Table VI compares the achievement of the four subsamples in terms of mean differences. The means of the city and town subsamples were found to be significantly greater than the mean of the ungraded rural subsamples (.05). The latter was found to be significantly smaller than the mean of the total sample (.05).

Mechanics and usage

Table VII shows the distribution of scores in mechanics and usage for all pupils in the grade VII sample. Of this sample 3.6 per cent (32 students) received a score of five, 25.9 percent a score of four, 31.3 per cent a score of three, 18.3 per cent a score of two, and 20.9 per cent a score of one. The highest mean score was obtained by the city subsample. The town, ungraded rural, and graded rural subsamples follow in that order.

TABLE VI
COMPARATIVE ACHIEVEMENT IN QUALITY OF WRITTEN
COMPOSITION OF GRADE VII PUPILS EXPRESSED AS
MEAN DIFFERENCES

Sample	Town	Graded Rural	Ungraded Rural	Total Sample
CITY				
Dif.	0.006	0.109	0.206	0.064
SE _D	0.071	0.092	0.080	0.053
t	0.085	1.079	2.578	1.205
Sig. ....	.....	.....	.05	.....
TOWN				
Dif. ....	.....	0.103	0.200	0.058
SE _D ....	.....	0.096	0.085	0.061
t ....	.....	1.068	2.346	0.951
Sig. ....	.....	.....	.05	.....
GRADED RURAL				
Dif. ....	.....	.....	0.097	—0.045
SE _D ....	.....	.....	0.103	0.089
t ....	.....	.....	0.940	0.534
Sig. ....	.....	.....	.....	.....
UNGRADED RURAL				
Dif. ....	.....	.....	.....	—0.071
SE _D ....	.....	.....	.....	1.990
t ....	.....	.....	.....	1.968
Sig. ....	.....	.....	.....	.05

TABLE VII
MECHANICS SCORES, MEANS, AND STANDARD
DEVIATIONS FOR FOUR SUBSAMPLES OF ALBERTA
GRADE SEVEN PUPILS

Sample	Scores					Number of Students	Mean	Standard Deviation	Standard Error
	5	4	3	2	1				
City	16	95	107	53	59	330	2.867	1.156	0.064
Town	8	53	73	36	44	214	2.743	1.150	0.079
Graded Rural	3	35	54	42	35	169	2.578	1.086	0.084
Ungraded Rural	5	48	45	32	49	179	2.598	1.222	0.091
TOTAL	32	231	279	163	187	892	2.729	1.162	0.039

Table VIII compares the achievement of the four subsamples in terms of mean differences. The mean of the city subsample was found to be significantly greater than the means of the graded rural (.01) and ungraded rural (.05) subsamples.

TABLE VIII
COMPARATIVE ACHIEVEMENT IN MECHANICS AND
USAGE OF GRADE VII PUPILS EXPRESSED AS
MEAN DIFFERENCES

Sample	Town	Graded Rural	Ungraded Rural	Total Sample
CITY				
Dif.	0.124	0.289	0.269	0.138
SE _D	0.099	0.103	0.110	0.072
t	1.246	2.794	2.445	1.911
Sig.		.01	.05	
TOWN				
Dif.		0.165	0.145	0.014
SE _D		0.115	0.121	0.088
t		1.436	1.200	0.159
Sig.				
GRADED RURAL				
Dif.			—0.020	—0.151
SE _D			0.124	0.092
t			1.612	1.635
Sig.				
UNGRADED RURAL				
Dif.				—0.131
SE _D				0.099
t				1.312
Sig.				

Intercorrelations

Using measures of intelligence, language achievement on the California Language Test, scores on the quality of written composition and on mechanics and usage, intercorrelations were calculated as shown in Table IX.

Although none of these figures are high, all are positive. Further reference will be made to them below.

TABLE IX
INTERCORRELATIONS AMONG SCORES ON INTELLIGENCE,
CALIFORNIA TEST, QUALITY OF WRITTEN COMPOSITION,
MECHANICS AND USAGE

Correlated Measures	Grade IV			Grade VII		
	California Test	Quality	Mechanics	California Test	Quality	Mechanics
Intelligence	.55	.41	.33	.70	.44	.36
California Test .....	.....	.46	.42	.....	.55	.50
Quality .....	.....	.....	.26	.....	.....	.40

Errors in Mechanics and Usage

A count of the errors in spelling, punctuation and grammar was made for a slightly larger sample of Alberta grade IV and VII pupils (934 and 938 respectively). Figures 1 and 2 show the results of this count. Further reference to these data will be made below.

Interpretations and Conclusions

Achievement in urban and rural schools

A summary of the relative achievement of city, town, and rural pupils in written composition is provided in Table X. In general, the relationship of these scores is comparable to that in reading found by Carmichael and Rees.³ Their analysis of possible reasons for the relationship is applicable to the present study.

Differences in intelligence may well be one factor. Reid found that mean scores for intelligence of the pupils in the Alberta sample ranked downward from city, through town and graded rural to ungraded rural subsamples.⁴ The correlations between quality, mechanics, and intelligence shown in Table IX are positive, though not high.

If intelligence is a factor, it may be in some measure a function of the pupil's environment. Cultural opportunities in many rural areas are necessarily less than in towns and cities. This is especially true of the kinds of opportunity that lead to expertness in communication: the development of verbalism bears clear relationship to the breadth of social contacts and the richness and appropriateness of available printed material. While the radio is

³Carmichael and Rees, *op. cit.*, pp. 25-26.

⁴Reid and Conquest, *op. cit.*, pp. 45-46.

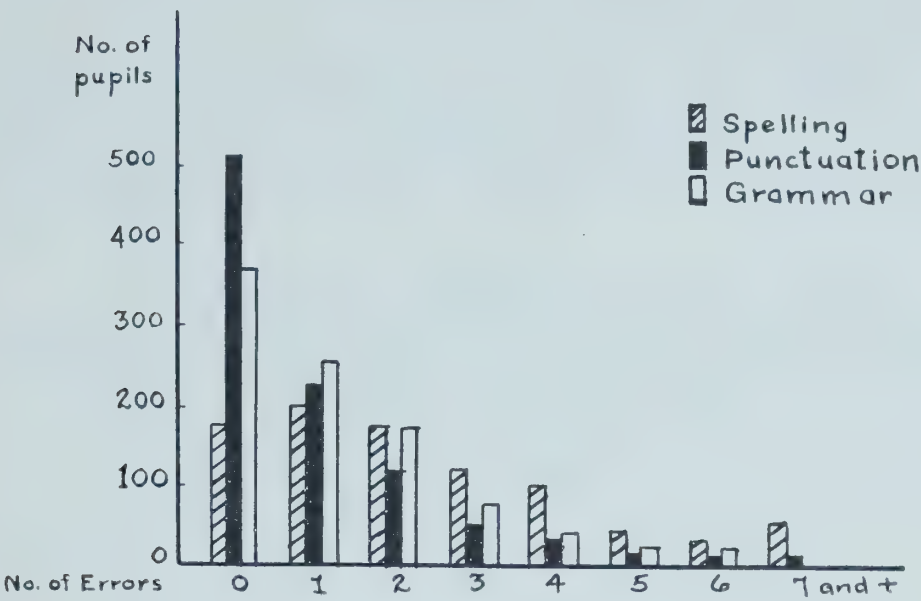


FIGURE 1. Number of errors in spelling, punctuation and grammar of a sample of 934 grade IV pupils.

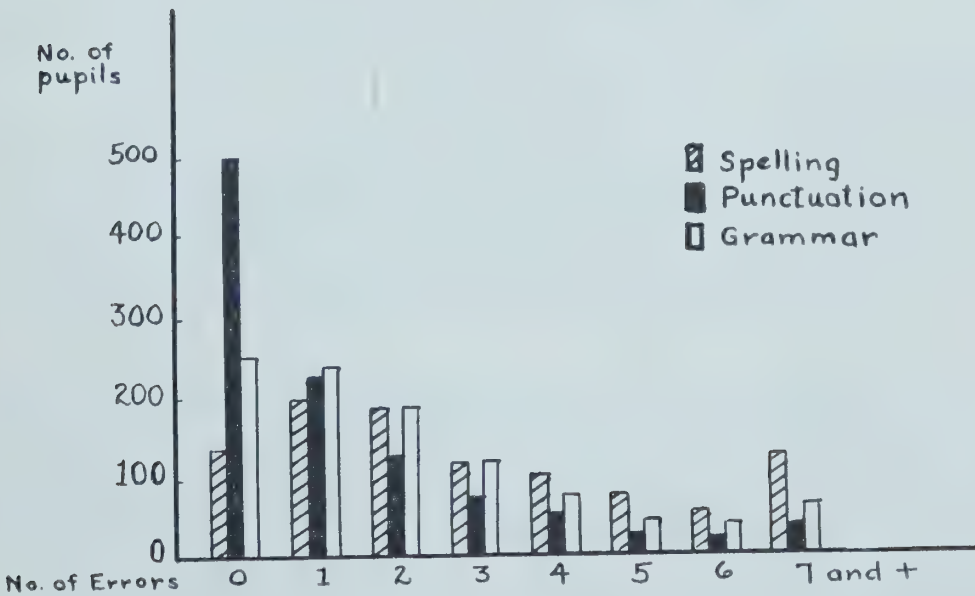


FIGURE 2. Number of Errors in spelling, punctuation and grammar of a sample of 938 grade VII pupils.

broadening the listening experiences of rural children, and while centralization and vanning are providing wider social contacts for them, it is doubtful whether their advantages are yet equal to those of town and city children.

The probability of a higher proportion of the foreign born in rural than in urban Alberta suggests a second and obvious explanation for differences in language scores. It might also suggest, in terms of the language handicap, an explanation for differences in intelligence scores.

TABLE X
SUBSAMPLES WITH MEAN SCORES SIGNIFICANTLY
HIGHER THAN THOSE OF OTHER SUBSAMPLES AND
OF THE TOTAL SAMPLE

Subsample	Grade IV		Grade VII	
	Quality	Mechanics	Quality	Mechanics
City	GR (.01) UGR (.01) TS (.05)	UGR (.01)	UGR (.05)	GR (.01) UGR (.05)
Town	GR (.01) UGR (.01)	UGR (.01)	UGR (.05)	..... .....
Graded Rural .....	.....	UGR (.01)	.....	.....

NOTE: GR—graded rural; UGR—ungraded rural; TS—total sample.
The table is to be read as follows: For grade IV, the mean *quality* score of the city subsample is significantly higher than that of graded rural and ungraded rural subsamples at the .01 level of confidence, and of the total sample at the .05 level; the mean *mechanics* score is significantly higher than that of the ungraded rural subsample at the .01 level.

The foregoing are relatively inflexible circumstances associated with the opening up of a new country. Teaching competency is—potentially at least—more controllable, and this competency may be a third factor. At any rate, it justifies conjecture with reference to differences in the scores of urban and rural students. Generally speaking, teachers with higher qualifications do seek and find employment in towns and cities. (It has been said with some truth that the rural divisions staff the city schools.) More attractive living and working conditions would encourage more superior rural teachers to remain in rural areas. An increase in teacher recruits from cities would tend to fill more of the available jobs there, further reducing the drain of competent rural teachers.

Achievement in grade IV and grade VII

The pattern of significant differences at the grade VII level is not so distinctive as at the grade IV level. There seems to be no clear reason for this finding. Perhaps three more years of school and community influence (as opposed to more exclusive and differential home contacts in the early school years) tend to level language facility.

Intercorrelations

It has already been pointed out that the correlations among scores on intelligence, the California Language Test, quality, and mechanics⁵ are all positive but rather low. They are certainly too low to justify prediction or generalization with reference to the primary purposes of this study. They do, however, tend to confirm the view that achievement in mechanics and usage has less to do with intelligence than does the quality of ideas and their expression.

Spelling, punctuation, and grammar

The data presented in Figures 1 and 2 are based on an average of approximately 100 words for compositions in grade IV, and of 200 words for those in grade VII. In grade IV, in a random sample of 934 students, about 180 had no errors in spelling, 200 had only one, and 175 had two; in punctuation, some 515 of the 934 had no errors at all; in usage and grammar, 375 had no errors. In grade VII, more than 500 of the 938 students ranged from no errors to two errors in spelling, 420 had no errors in punctuation, and more than 650 had from no errors to two errors in grammar and usage.

These are encouraging figures. They suggest that large numbers of our students are writing mechanically correct English, and that their usage patterns are respectable.

Evaluating student writing

After experience with evaluation procedures in this study, much can be said in favour of a two-phase evaluation of student writing. This implies only in part the distinction between so-called "subjective" and "objective" procedures. It has more to do with the distinction between sense or spirit (quality) and form (mechanics)—a vital distinction, not only for purposes of accurate evaluation but for the much more important goals of criticism and improvement.

Evaluation for quality means the assessment of ideas and their presentation in terms of their sheer impact as communication (selection, organization, diction). Evaluation for mechanics means the assessment of formal facility or correctness (punctuation,

⁵See pages 13-14.

spelling, usage). The use of a check sheet may help in each of these processes, but it must be kept simple and uncomplicated. Otherwise the process of evaluation tends to degenerate into mere mathematical processes of addition and subtraction. For the evaluation of quality, the development of local scales has been found highly desirable.⁶

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⁶See Appendix, pp. 53-61.

ROMAN CATHOLIC SEPARATE AND PUBLIC SCHOOLS IN ALBERTA

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The North-West Territories Ordinance of 1884 authorized the establishment of Denominational Schools with powers equal in every way to those of the Public Schools. Between 1887 and 1901 a number of Ordinances gradually changed these educational provisions and substituted a unified, centrally controlled system for the denominational one first instituted, but definitely provided for the maintenance and organization of separate schools for minority groups. The Alberta Act of 1905, by which Alberta became a province, established an educational system which was essentially the same as that which was provided for by the North-West Territories Ordinance of 1901. The more recent system, the large unit of administration introduced in 1936, recognizes separate schools as an integral part of the provincial educational organization.

Generally speaking, Separate and Public Schools are the same. They follow the same course of studies, use the same textbooks, meet the same standards, with teachers prepared in the same training schools. Essentially, however, Catholics believe there is an important difference. This difference grows out of the aims and objectives of the respective schools. Since secular schools are composed of pupils of so many and varied creeds, it is most difficult to arrive at unified goals and purposes, and equally difficult to give moral and religious instruction. The ultimate objective of Catholic education, on the other hand, can be stated very simply. In the words of Pope Pius XI:

The proper and immediate end of Christian education is to cooperate with divine grace in forming the true and perfect Christian, that is, to form Christ Himself in those regenerated by Baptism . . .

For precisely this reason Christian education takes in the whole aggregate of human life, physical and spiritual, intellectual and moral, individual, domestic, and social, not with a view of reducing it in any way, but in order to elevate, regulate, and perfect it, in accordance with the example and teaching of Christ.¹

The present study is concerned with the beginnings, the problems, the trends and the development of Roman Catholic Separate and Public Schools from 1885 to 1953 in the territory which is now Alberta.

¹Pope Pius XI, *Christian Education of Youth*, p. 32.

Pioneer Days and Preparation for Provincial Status

Early Territorial Period to 1885

Before 1875 relatively few people were interested in Western Canada. Missionaries eager to spend their lives in the service of God and of their fellowmen, explorers and fur traders in search of adventure and wealth were among the first white men to cross the plains. No formal education, however, was undertaken until 1861. In that year Father Lacombe opened a school for the Company's clerks and servants within the Hudson Bay Fort at Edmonton. An Oblate novice, Brother Scollen (later Father Scollen), was the teacher of this, the first school west of Fort Garry.²

In 1859 the Sisters of Charity of Montreal arrived at Lac Ste. Anne and opened a boarding school, orphanage, hospital, and refuge for the aged. By 1862 another school was in operation at Lac La Biche, and in 1863 the Sisters established a school in the already flourishing mission of St. Albert. Progress was steady. Bishops Taché and Grandin state in a memoir sent in June 1871 to Cardinal Barnabo, prefect of the Propagation of the Faith, that within the limits of the territory which was to comprise the future diocese of St. Albert "there are five elementary schools, all the pupils of which are Catholics."³

Throughout this early period the State gave no help towards education; the whole burden was borne by the parents and the missionaries. In 1875, five years after Rupert's Land and the North-West Territories became part of the Dominion of Canada, the Government of the Dominion made legislation regarding education in the North-West Territories.

The North-West Territories Act of 1875 made provision for Separate Schools with powers similar to those of Ontario and Quebec.⁴ The purpose of establishing such a system seems to have been to lay down a general principle with respect to public instruction which would be acceptable to both parties in the Dominion parliament. "It was rather expected by the Federal Parliament of 1875," according to Scott, "that the minority in the North-West Territories would be Protestant."⁵ While the North-West Territories Act provided for the development of schools, it made no attempt to secularize education; rather it strengthened the hands of those in whom education reposed, the Church and the parents.

Middle Territorial Period, 1884-1892

On August 6, 1884, an ordinance providing for the organization

²K. Hughes, *Father Lacombe*, p. 88.

³Rev. A. G. Morice, *Historiographie de L'Eglise Catholique dans L'Ouest Canadien*, II, p. 244.

⁴North-West Territories Act, *Statutes of Canada* 1875, Chap. 45.

⁵W. Scott, *Extracts from Hansard Debates*, March 31, 1905 (*Hansard* p. 3614), cited by G. M. Weir, *The Separate School Question in Canada*, Appendix I, p. 243.

of schools in the North-West Territories was passed. The keynote of the system thus introduced was the establishing of a Board of Education appointed by the Lieutenant-Governor-in-Council. This Board was not to exceed twelve members, six of whom were to be Roman Catholics, six Protestants. In addition to the ordinary powers granted while sitting as a body, it could resolve itself into two sections, one Catholic and one Protestant. Each section had the control and management of the schools, the power of grading and licensing teachers, and the right to select books and to appoint inspectors for the schools of its section. The system was most satisfactory to Roman Catholics, but it was in force for only a few years.

Two conditions were primarily responsible for the changes which were soon effected. The world-wide tendency to secularize education under state control became strong in the latter half of the nineteenth century, and the North-West Rebellion of 1885 with its aftermath of white immigration quickly gave rise to a Protestant majority unsympathetic to the Catholic cause. Consequently, between 1885 and 1892 a series of amendments to the School Ordinance of 1884 were enacted. The result was that the powers of the Board of Education were seriously curtailed⁶ and definite steps were taken toward the abolition of denominational schools.

Tremendous activity in the educational field characterized the period immediately following the passing of the Ordinance of 1884. Between 1885 and 1892 twelve Roman Catholic Public and four Roman Catholic Separate School Districts were organized. (See Table I.)

The teachers in three of the four separate schools were members of the religious congregation, Sisters Faithful Companions of Jesus, who came from England to Western Canada in 1883. The perils of the rebellion of 1885 made it unsafe for them to remain in their already well established school in St. Laurent, Saskatchewan, and necessitated their moving farther west. A log house on the banks of the Elbow, on the site of the present Sacred Heart Convent in Calgary, became their first school in Alberta. This was truly an educational institution of the highest order. Through it the old-world culture was brought to the pioneers of the West. Many adults of all denominations and children from surrounding districts as well as residents benefited by the instruction given in music and all types of needlework and art.⁷

In 1888 the Sisters opened a convent and boarding school in Edmonton and from its inception they taught in St. Joachim's Roman

⁶Ordinances of the North-West Territories, 1888, No. 41.

⁷Missions des Oblats de Marie Immaculée Tame XXIII (p. 19), cited by R. P. J. Chevalier, O.M.I., *Origine et Premiers Developpements de Calgary*, p. 81.

Catholic Separate School District. Two years later another group of Sisters took charge of the Lethbridge Separate School, which had been opened in April 1889, and was taught by Mr. C. McRae. The Separate School in Fort Macleod was under the direction of Mr. Wm. J. MacDonald.

Outstanding progress was made in education in Catholic schools from 1885 to 1892. The standards achieved were high, and the cultural influence extended to the entire community.

TABLE I
ROMAN CATHOLIC SEPARATE AND PUBLIC SCHOOL
DISTRICTS ORGANIZED 1885-1905

DISTRICT	Number	Date Organized	Enrolment June 1953
Roman Catholic Public			
Saskatchewan	2	1885	73
St. Albert	3	1885	450
St. Leon (centralized at St. Albert)	4	1885	.....
Cunningham (centralized at St. Albert)	5	1885	.....
Bellerose (centralized at St. Albert)	6	1885	.....
St. Francis Xavier (closed in 1886)	7	1885	.....
St. Agnes (became Beauvais P.S.D. No. 18 in 1910)	18	1888	.....
St. Thomas Duhammel (became Duhammel P.S.D. No. 627 in 1901)	26	1889	.....
Lac Ste. Anne (became Lac St. Anne P.S.D. No. 29 in 1951)	29	1890	.....
Creuzot (disorganized in 1932)	34	1891	.....
Thibeault	35	1892	440
Glengarry	41	1895	2 classrooms
Granger (centralized at St. Albert)	42	1895	.....
Vegreville (centralized at Vegreville)	44	1895	.....
Rose Ridge (centralized at St. Albert and Morinville)	45	1896	.....
Volmer (originally Boulais—centralized at St. Albert)	47	1897	.....
Chorest (centralized at Beaumont)	51	1901	.....
Roman Catholic Separate			
Calgary (originally Lacombe)	1	1885	2,552
Edmonton (originally St. Joachim)	7	1888	5,681
Holy Cross, Fort Macleod (disorganized 1937)	8	1888	.....
Lethbridge	9	1889	780
St. Anthony (merged with St. Joachim 1913)	12	1894	.....
Gleichen (disorganized 1952)	14	1900	.....
Sacred Heart, Wetaskiwin	15	1901	69

Data from *Reports of Board of Education of North-West Territories 1886-1890*; *Annual Reports of the Department of Education, Alberta, 1906-1954*; *Records of the Department of Education, Alberta.*

Later Territorial Period, 1892-1905

In 1892 and 1901 ordinances of "doubtful validity"⁸ which completely centralized and "radically curtailed separate school privileges"⁹ were passed by the Territorial Assembly. By the Ordinance of 1892 the Board of Education was abolished and education was placed in the hands of the Lieutenant-Governor-in-Council (the governing body being known as the Council of Public Instruction). In 1901 this body was abolished and its duties and powers were handed over to a Commissioner who was a member of the government. Thus the Department of Education was organized.¹⁰ The Act stated that the first school in any district must be a public school. If a minority group so desired, they could create a separate organization, but the control of the teaching, inspection, and textbooks was centralized under the Department of Education. It is significant that no Roman Catholic Public School Districts were organized after 1901.

Records show that during this period, when the status of separate schools was somewhat insecure, only three Roman Catholic Separate School Districts were organized. Between 1895 and 1901 six Roman Catholic Public School Districts, all one-room rural schools, were recognized. (See Table I.)

The Catholic schools in the larger centres grew steadily during these years and maintained a high standard of achievement. The enrolment in the separate schools increased from 264 in 1890 to 980 in 1906.

From Provincial Autonomy to the Enlarged Unit of School Administration

The great "School Question" of 1905, which excited Canada as few political issues had since Confederation, began as the question of whether religious instruction in the schools of the province was to be continued, and grew into the much more momentous one of whether the government at Ottawa could dictate to a province concerning its educational system.

It was the intention of the Liberal Government at Ottawa, under the leadership of Sir Wilfred Laurier, to incorporate in the Alberta Act a clause similar to the one in the North-West Territories Act of 1875, thus requiring the province to continue separate schools and religious instruction.

To the Protestants, however, it became not only a question of religious instruction in schools, but also of interference in provincial affairs by the federal government. A bitter struggle ensued in

⁸G. M. Weir, *The Separate School Question in Canada*, p. 65. Mr. Weir was Professor of Education and Head of the Department of Education, University of British Columbia.

⁹*Ibid.*

¹⁰Minutes of the North-West Territories Council Sessional Papers, 1901.

which a crisis in the government was narrowly averted. Happily a compromise was effected. The contentious clauses proposed by Sir Wilfred Laurier were dropped from the bill and an amended section validating the Territorial Ordinance of 1901 was substituted.

The Alberta Act of 1905, then, made provision for religious instruction, but with the proviso that education be left entirely under provincial control. The separate schools were to be subject to the same regulations as the public schools, they were to have the same inspectors, and their teachers were to have the same qualifications. This afforded a practical guarantee of the same standard of efficiency and reduced to a minimum the difference between Public and Separate Schools.

The question has frequently arisen as to whether the framers of the constitution intended that the separate school, Roman Catholic or Protestant, should be on equal footing with the public school. The answer seems to be in the affirmative. The judgment of a member of the Supreme Court of Canada, Mr. Justice Anglin, is a confirmation of this interpretation. He said, "Equality of treatment and equal rights and privileges for public and separate schools would appear to be the spirit of the school law."¹¹

Accordingly separate schools have been financed in the same way as public schools, namely by local taxation supplemented by grants from the Department of Education. Theoretically there has been no discrimination in the allocation of either of these sources of money; in practice, until the recent amendment of the Alberta School Act in 1952, it has been very difficult for separate schools to collect a just portion of corporation taxes, a substantial source of income. Because separate school districts often have a relatively low assessed value their income from local taxation on privately owned property, too, is frequently lower than that of the public school district. Government grants for school purposes have always been appropriated without discrimination.

During the first decade of the twentieth century there was a great movement toward the west. Pioneer conditions in Alberta soon gave way to community centres. One of the most convincing proofs of the rapid development of the province was the establishment of numerous schools. Catholics were keenly aware of the rights they possessed by the Alberta Act: accordingly Catholic education was provided in many districts. In central Alberta where Catholics predominated a number of public schools provided this benefit; in the south of the province where Catholics formed a minority a number of Separate School Districts were organized. Between 1905 and 1920 ten such districts were formed, eight south of Edmonton. (See Figure 1 and Table II). Between 1920 and 1936

¹¹Weir, *op. cit.*, p. 73.

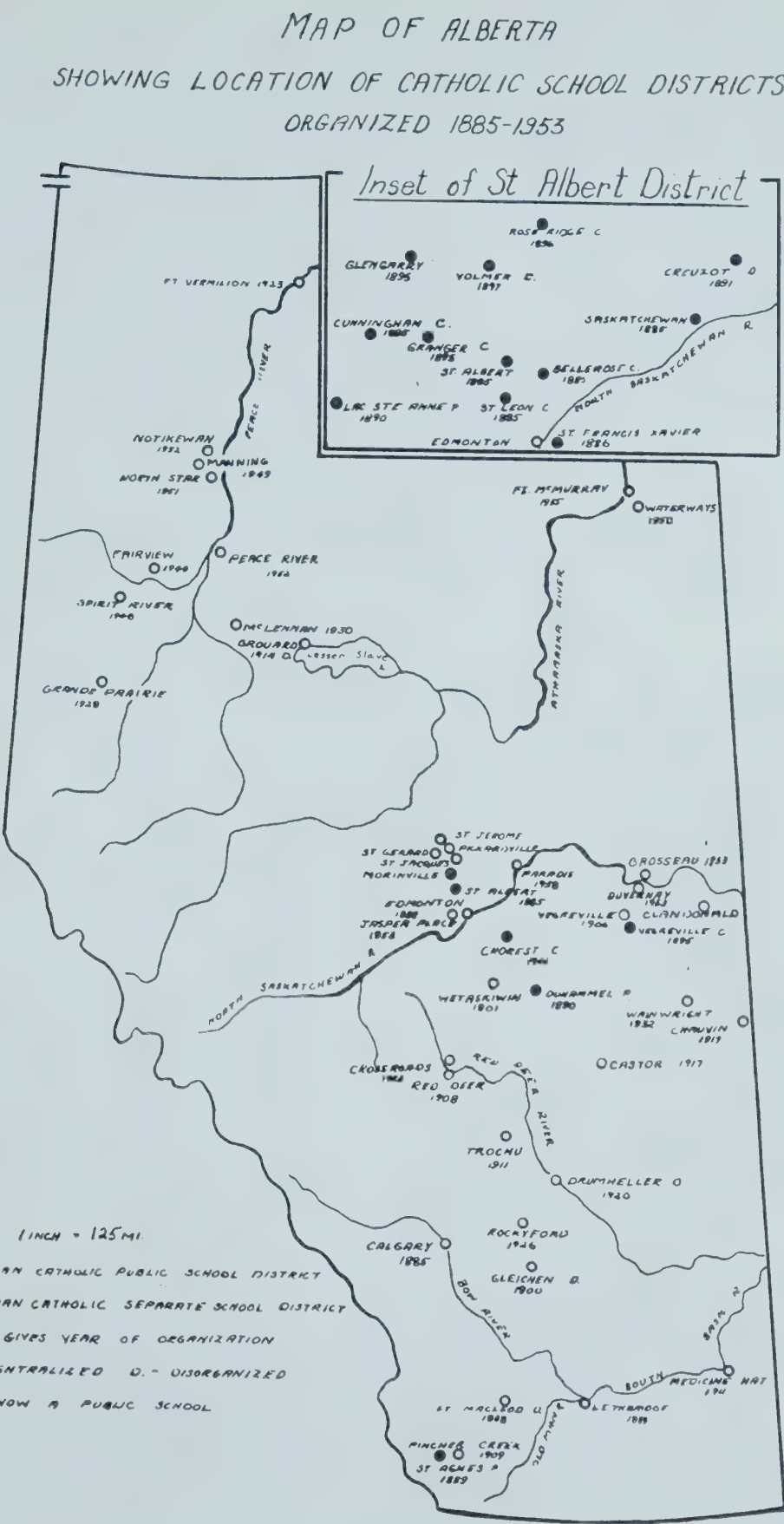


FIGURE 1

seven Roman Catholic Separate School Districts, four in the northern section of the province, were recognized.

The security afforded by the passing of the Alberta Act of 1905 together with the steadily increasing population had beneficial effects on the already established schools. In both Calgary and Edmonton, the two largest centres, there were in 1920 eight schools in operation with a combined enrolment of 3,320 pupils. Progress was less marked during the depression years, but it was nevertheless continuous. In 1936 there was a high school unit in all but five of the separate school systems of the province. Only in Fort Vermilion, Wetaskiwin, MacLeod, McLennan, and Chauvin was instruction confined to the first eight grades. Morinville and St. Albert of the Roman Catholic Public Schools offered high school facilities.

TABLE II
ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS
ORGANIZED 1905-1936

DISTRICT	Number	Date Organized	Enrolment June 1953
St. Martin's, Vegreville	16	1906	137
St. Joseph's, Red Deer	17	1908	266
St. Michael's, Pincher Creek	18	1909	197
North Edmonton (merged with St. Joachim's 1913)	19	1911	.....
Pontmain, Trochu	20	1911	82
St. Louis, Medicine Hat	21	1911	561
Grouard (disorganized 1918)	22	1914	.....
Theresetta, Castor	23	1917	113
St. Aubin's, Chauvin	24	1919	64
St. Theresa, Drumheller (disorganized 1920)	25	1920	.....
Fort Vermilion	26	1923	46
St. Rita's, Rockyford	27	1926	96
St. Joseph's, Grande Prairie	28	1928	186
Clandonald	29	1930	107
Guy, McLennan	30	1930	303
Wainwright	31	1932	148
St. John's, Fort McMurray	32	1935	116

Data from *Annual Reports of the Department of Education, Alberta, 1906-1954.*

The Larger Unit of Administration, 1936-1953

Weir, after careful study of the constitutional and legal aspects of the problem of minority school rights, makes it clear that “according to the weight of competent authority”¹² minority school rights cannot be questioned. Therefore, when in 1936 the large unit of administration was inaugurated in Alberta, the legislators sought

¹²Weir, *op. cit.*, p. 3.

to protect denominational rights by the enactment of a section of the School Act relating to Roman Catholic or Protestant school districts that found themselves included in school divisions in which such districts were in the minority. The Act empowered a district in a division to demand the appointment to their district school of a teacher of the religious faith of the majority of the ratepayers in the district.

While by law no change has been made in the minority rights in the province, the framework within which these laws function has been so modified that in actual practice the position of Catholic schools in Alberta differs much from that which existed before 1936.

The enrolment in the Thibeault (Morinville), St. Albert, and Saskatchewan schools has greatly increased since the formation of the large unit of administration, although Thibeault is not a divisional school. In these Roman Catholic Public School Districts the beneficial results of increased facilities and improved scholastic divisions which follow divisional organization are exemplified. In the separate school districts, although a similar advantage is generally enjoyed, there are some disadvantages.

Separate schools may still function: they are, in fact recognized as an integral part of the provincial school system. Except in the larger cities, however, the number of parents who may send their children to separate schools without bearing a double burden of cost is very limited. This is due to the fact that the right of a separate school district to collect taxes is limited to the individual school district as originally formed. There is no provision made for transfer of assessment within a school division to the public or separate school according to the religious faith of the property owner. Separate schools are obliged to charge a fee in order to be able to give instruction to the pupils of the division who choose to attend these Catholic schools. The parents of these pupils must, therefore, pay taxes to the divisional school and fees to the separate school if they wish their children to have a Catholic education. In some cases, Pincher Creek and Vegreville for example, the Divisional Board pays the fees to St. Michael's and St. Martin's schools for all Catholic children of the division.

A further disadvantage arises from the fact that while the separate school district is considered the unit for the purpose of tax collection, the entire division (or, in the case of city and town schools, the public school district) is considered the unit when it is a question of paying the equalization grant.¹³

One of the most recent trends in Catholic education to offset the difficulties arising from divisional organization has been the group-

¹³Section 5, **Grant Regulation 1853**, Government of the Province of Alberta.

ing of separate school districts similar to that in consolidated school areas. Fort McMurray, Picardville, Manning, Red Deer, and Brosseau are such centres. In areas in which the Catholic population is relatively great this is a satisfactory arrangement, but in many regions it is not practicable.

This study of the Catholic schools of Alberta would be incomplete without a brief consideration of bilingual education. In the mission schools of the West the French language was used almost exclusively. As time passed and English-speaking settlers came west in increasing numbers, a language problem arose. Ultimately a satisfactory agreement was reached whereby it was "permissible for the board of any district to cause a primary course to be taught in the French language."¹⁴ This provision remains unchanged in the School Act of 1952.

TABLE III
ROMAN CATHOLIC SEPARATE SCHOOL DISTRICTS
ORGANIZED 1936-1953

DISTRICT	Number	Date Organized	Enrolment June 1953
Paradis (centralized at Saskatchewan R.C.P.)	33	1938	.....
Ste. Bernadette, Picardville	34	1944	105
St. Thomas More, Fairview	35	1948	145
Ste. Marie, Spirit River	36	1948	32
Rosary, Manning	37	1950	166
St. Peter's, Waterways (pupils attend St. John's, Fort McMurray)	38	1950	.....
St. Jerome (pupils attend St. Bernadette)	39	1951	.....
St. Jacques (pupils attend Ste. Bernadette)	40	1951	.....
St. Gerard (pupils attend Ste. Bernadette)	41	1951	.....
Mazenod, North Star (pupils attend Rosary)	42	1952	.....
Immaculate Conception, Peace River	43	1952	30
St. Monica, Notikewan (pupils attend Rosary)	44	1953	.....
Jasper Place	45	1953	Opened Sept. 1953
Cross Roads (pupils attend St. Joseph's, Red Deer)	46	1953	.....
St. Laurent, Brosseau	47	1953	Opened Sept. 1954
Duvernay (pupils attend St. Laurent)	48	1953	.....

Data from *Annual Report of the Department of Education, Alberta, 1936-1954.*

¹⁴Sect'on 184, Alberta School Act.

It is generally recognized that the provisions for bilingual education in the province are generous. The effective organization and activity of *L'Association Canadienne—Française De L'Alberta* and *L'Association Des Instituteurs Bilingues de L'Alberta* in 1925 and 1926 have resulted in an increased interest and standard of achievement in the study of French. In 1953 approximately 160 bilingual teachers taught in the bilingual schools of the province.

Summary

The outstanding development of Alberta in recent years in industry, economy and natural resources has been paralleled by her achievement in the field of education. Sixteen Roman Catholic Separate School Districts were organized between 1936 and 1953; once organized these districts developed rapidly. (See Figure I and Table III.) In the Edmonton and Calgary separate school systems the growth was most remarkable. The development in Lethbridge, Red Deer, Medicine Hat, Grande Prairie, Fort McMurray, McLennan and Fairview has been proportionately great. In 1953 there were 11,982 students enrolled in the sixty-three schools of the thirty-three Roman Catholic Separate School Districts in Alberta.¹⁵

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¹⁵Annual Report of the Department of Education, Alberta, 1954.

A COOPERATIVE STAFF PROJECT TO IMPROVE READING

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A Problem Is Recognized

The reading situation in the school was bad, or so the staff thought. The newly appointed assistant principal found that his class, when rated by standard reading tests, fell in the bottom decile of all the city classes in that grade. The experienced teachers maintained that reading "was going to the dogs." The new teachers said little, but mentioned that the children seemed to read below their abilities as indicated on the cumulative records. One teacher stated that the superior children in her class were not reading as well as they should, and as a result were handicapped in their classroom work. Reading tests administered to the three hundred junior high school students revealed a standard of reading so low as to alarm the teachers. The staff were convinced that something should be done.

A meeting was called to discuss the situation. Suggestions were brought forward and debated, with consensus on the following points:

1. Not much was to be gained by conjecture about the reasons for the low general standard of reading. It could have resulted from double-shifting for five years, from ineffective teaching, from the great turnover in staff personnel, from overcrowded classrooms, from inadequate reading material and library facilities, or from a combination of these and other factors.
2. A special reading program should be initiated in the elementary school and carried out during the current year.
3. A qualified reading expert should be called in to give the staff guidance in organizing a program for the improvement of reading.
4. The principal should act as recorder of the program activities.

Having decided to initiate a program of reading improvement, the staff invited the Director of Elementary Education to assist in clarifying the problems involved. The main points of discussion were related to objectives, scope and sequence, essentials of a reading program, planning instruction, allotment of time, program balance, grouping, remedial teaching, developmental reading and evaluation.

The most contentious question was grouping for instruction. Many thought that there would be difficulties working in large classes with three groups of students, but since there were no alternative proposals for meeting individual differences, the staff unanimously agreed to give the grouping a trial. Free discussion, with all members participating, was an encouraging aspect of this meeting.

A Program Is Launched

At the next meeting one of the group members proposed the following as a basis for our program:

A teaching plan or procedure is by nature an experiment. To judge its success in the teaching of reading, two factors must be considered: its efficiency in improving reading abilities and its power to establish the desire for reading. If following the use of a given method, the reading-achievement scores on reliable standard tests indicate that the children are reading up to capacity and if it is evident that a great deal of well-planned voluntary reading is under way, the classroom procedure employed is generally satisfactory.¹

This kind of thinking provided the basis for the program. It was further shaped by many ideas gained from professional reading, as follows:

1. The teacher must have specific objectives for each child or each group of children in her class.
2. The teacher must be familiar with the individual differences of her pupils.
3. The teacher must make adequate provision for differences in the reading abilities of pupils.
4. The teacher must know the books that are available to her pupils.
5. The teacher must have a definite plan for observation of pupils' growth in voluntary reading habits.
6. The teacher must have definite plans for the motivation of reading.
7. Oral reading is made effective by maintaining interest.
8. There must be full attention to growth in vocabulary.
9. There must be training in oral and written recall.
10. There must be definite instruction in the improvement of study skills.
11. Instruction in silent reading is characterized by insight into many problems and needs.

It was decided that standardized reading tests would be used to test pupils in all grades except grade I, where the Detroit Intelligence Test would be used for grouping. The test results would give

¹D. D. Durrell, *Improvement of Basic Reading Abilities*. Yonkers-on-Hudson, World Book Company, 1940, p. 4.

a base line from which to measure any change in the basic skills of reading.

Tests and records

The following tests were obtained and administered:

Gates Primary Reading Test—Form III

Gates Advanced Reading Test—Forms I and II

California Achievement Test—Form A

McCall-Thorndike—Form II

It was decided that the Division II teachers might obtain from the cumulative record cards much information regarding individual differences and achievement scores. It was further decided that some serious consideration should be given to the reading deviates, and provision made for their needs.

Reading materials

Reading materials at various levels were thought to be a necessity in all grades. The city Director of Elementary Education for public schools cooperated in supplying through his department much useful material. Staff members themselves went about the job energetically, and the principal was kept busy trying to meet their requests.

As a result of the previous discussions about grouping, it was decided to set aside separate series of readers for the exclusive use of slow and of advanced students. As a means of maintaining interest, this technique looked promising. Two different series of readers were used in the developmental program. All teachers, including the critics of grouping, were happy about these arrangements.

A recently completed elementary school library needed additional materials. The committee in charge of the central elementary library surveyed the situation and added five recently published children's magazines. Three hundred dollars of school funds were spent on new books. The Home and School Association donated one hundred dollars, two members assisting the teachers in the selection of books.

There was keen interest in the book phase of the program. The teachers agreed that an amount not exceeding ten dollars per room might be used to purchase books for the room library in order to meet the specific reading needs of the pupils in each class. This amount was paid from the school's account.

Interim Evaluation

Shortly after the Christmas holidays a meeting was called to consider the progress of the program. The staff discussed their

difficulties and various techniques which they had found effective in creating an interest in reading. One of the teachers outlined a promising plan for integrating reading and the enterprise program. Two decisions were made:

1. To set up a committee to bring in suggestions for evaluation.
2. To invite a resource speaker from the Faculty of Education.

Meeting with consultant

The Faculty of Education consultant met with the group a few weeks later. This was one of the best meetings to date. The chairman gave the speaker the floor. Her talk, in which she invited members to interrupt and discuss points, was keenly followed. The main emphases were as follows:

1. Testing and grouping
2. Providing for individual differences
3. The developmental program and provisions for slow readers
4. Involving all students in the reading program
6. The use of self-evaluation charts by pupils
7. Special techniques for retarded readers
8. New materials, books and magazines for the elementary school
9. Spelling and phonics (especially for the slow student)
10. Speed and comprehension

Criteria for evaluation

When the committee on evaluation had reported, the meeting adopted its suggestions with only a few changes. Criteria were based on the following questions:

1. Are our techniques working effectively toward attaining our ends?
2. Are the children showing improvement in the basic skills?
3. How successful is the integration of reading and enterprise?
4. Has each teacher adequate materials to carry out the program?
5. Are library facilities adequate?
6. Is provision being made for individual differences?
7. Are the children showing an increased interest and pleasure in reading?
8. Are more children becoming library members?
9. Is our expenditure of time yielding worth-while dividends?
10. Are we attaining our objectives?

After frank and widespread discussion the staff decided that no major changes were necessary in the operation of the program. Some minor changes were suggested, but on the whole it was felt that satisfactory progress was being made.

At the next meeting it was decided that Division I and Division II teachers should meet separately to make plans for a final evaluation near the end of May. It was planned that this evaluation should involve students and parents. It was further decided that:

1. Improvement in the basic skills could be measured by standardized reading tests.
2. Improvement of interest in and appreciation of literature and poetry was important. This was to be evaluated subjectively.
3. Careful collection of evidence was necessary.
4. The group could make judgments regarding the effectiveness of the program in meeting the objectives.
5. The knowledge gained would be of great help in carrying on reading instruction in subsequent years.

Evidence of professional growth

In meeting the needs of deviates, the staff members did well. Three students with speech defects were referred to the University Speech Clinic. One of them showed startling improvement. Another with an emotional block (five years in English and Canadian schools, with a reading score of grade 1.2) was given an individual program: her teacher reports favorable progress.

Efforts to improve instruction and create reading interest were much in evidence. Reading tables, reading corners, and book jacket displays appeared in all rooms. Books were taken from cupboards and placed in recently requisitioned bookcases and display racks.

There was an aroused interest on the part of teachers. The teaching of reading became a vitalized part of the school program, with enthusiasm and activity generally apparent. Teachers commented on the progress of the clever children. Instructional methods became more flexible.

The staff decided to arrange a reading display at the "Open House" for parents during Education Week. A committee grouped together on tables and display boards the types of reading materials used in a modern reading program. The display was a centre of interest for parents throughout the evening.

The professional growth of staff members appeared to stem from participation in a program in which the group set its objectives and decided to work towards the effective attainment of them. A further benefit was that of increasingly fine personal relations among the teachers. The spirit of cooperation in the reading program appeared to carry over into all activities.

The principal's role

The principal had an active part in helping to carry through the program. Although serving as a member of the group, he performed additional functions as follows:

1. Providing leadership in the initiation of the program.
2. Providing material and resources.
3. Coordinating staff activities.
4. Acting as a resource person.
5. Building morale—giving encouragement, helping with difficulties, etc.
6. Facilitating the exchange of ideas and information.
7. Helping to establish a procedure for evaluation, particularly group evaluation.
8. Encouraging the initiation of techniques and procedures desired by the staff.
9. Establishing a democratic attitude towards supervision.
10. Providing for the reading needs of teachers.
11. Publicizing teachers' programs at Home and School Association and other public meetings.
12. Working cooperatively with the special supervisors in the city system.

Final Evaluation

During the latter part of May the staff was busy gathering data for evaluating the success of the program. Evidence was gathered from the following sources:

1. Standardized reading tests administered, scored and tabulated for all the grades.
2. Attractive questionnaires sent to all parents. (These questionnaires sought information regarding their children's reading interests, parent cooperation, home reading habits and home library facilities. Only four parents failed to return the completed forms.)
3. Three hundred questionnaire sheets distributed to the students (different forms for Divisions I and II).
4. A summary compiled for each form of the questionnaires.

With this material on hand, the staff met for a final meeting on June 19. The purpose of this meeting was threefold:

1. To pass judgment on the success of the reading program.
2. To discuss the difficulties encountered and the means used in attempting to overcome them.

3. To suggest techniques for improving reading instruction in the future.

The meeting agreed to adhere to the evaluation committee's outline. A summary of the discussion follows:

Has grouping proved to be an effective method of instruction in carrying out a developmental program in reading?

The staff were in unanimous agreement that the grouping method had proved to be successful. It was their opinion that this technique, along with other features of the plan designed to provide for individual differences, did assist children in attaining reading levels commensurate with their abilities. Many difficulties had been surmounted in carrying out this phase of the program.

It was agreed that flexibility should be maintained in all groups so that children might progress from one group to another as their individual reading abilities developed. It was further agreed that the problem of keeping three groups profitably engaged in learning activities could be met by careful planning. The teachers felt that, as the program progressed, they had become more proficient in the necessary organization.

Has satisfactory improvement in basic reading skills been achieved?

The group considered that the improvement in basic reading skills had been satisfactory. With average classes, it might be expected that the children in each grade would show a median gain of eight months during the course of the reading program. Every class exceeded this expectancy, the average gain being fourteen months.

Much discussion centred around the use of standardized tests. Many teachers had used them during the program for diagnostic purposes, for noting individual improvement, and for maintaining flexible grouping. There was agreement on the following points:

1. Many of the tests in use in the schools have outlived their value because the children have become familiar with them.
2. There seem to be inconsistencies in the results from some tests.
3. Tests which reduce the guessing factor should be made available.
4. There should be a greater range of tests.
5. Diagnostic tests serve a better purpose than general reading tests for guiding improvement of individual.

Has necessary provision been made for the establishment of good reading practices and growth in reading interest?

The staff felt that the objective of creating reading interest had been accomplished. The questionnaires returned by the parents and

students verified this judgment. Twenty-one techniques outlined by the staff were recorded as indicating how reading interest had been encouraged.

Has sufficient money been expended during the year to provide reading material for all students?

The teachers agreed unanimously that there was still a lack of reading material in the school unit. It was decided that ways and means should be considered to increase present library facilities. The library improvement program is to be continued and expanded each year as funds are available.

Has there been developed an interest in and desire for more reading on the part of the pupils?

The consensus was that the principle of involving the students, teachers, and parents in the reading program is an excellent one. The tabulation of the questionnaires indicated that children and parents were much interested in reading and had developed an appreciation of this phase of the school program. As a result of the replies to the questionnaire on book lists and children's magazines, the staff decided to compile a bibliography of books and magazines for the guidance of parents. This bibliography is to be published in attractive booklet form and distributed at a Home and School meeting in the fall term.

Is a group attack on a problem one of the better ways of conducting an action experiment of this nature?

There was unanimity regarding the success of this method within a school unit. The following gains were specifically noted:

1. Professional interest was created.
2. Each member gained by the pooled resources of the group.
3. The members became more intimately acquainted with each other.

Has worth-while assistance been given by supervisory officials in carrying out the program?

The meeting felt that the supervisory officials had been of great help. The central supervisory staff cooperated by making available the materials required for the program, by providing resource leadership and by giving helpful suggestions and criticism. The principal coordinated the activities of the group and acted as recorder, and the assistant principal acted as chairman of group meetings.

The principal, invited to the different rooms to observe the progress of the program, had seldom seen so much activity. He

learned much from these visits. Outstanding work was being done in many phases of the school program, and a plan is to be devised by means of which all teachers may have the benefit of learning from each other.

The group involvement in this program seems to have achieved the goal of supervision of instruction: the improvement of the school program by the cooperative efforts of students, teachers, assistant principals, principals, supervisors, and parents.

Has this experiment been generally worth while?

There was consensus here also. It was felt that the objectives as set forth had been attained. This was a pioneer effort, with each individual learning as the program progressed. The staff effort was completely harmonious and enjoyable, even though it meant much work and extra hours of preparation for all. Original ideas had been encouraged and new techniques initiated.

The teachers summed it up. It was, they agreed, "most worth while".

A SURVEY OF THE LANGUAGE ACHIEVEMENT OF ALBERTA SCHOOL CHILDREN

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The Problem

For a number of years the elementary and junior high schools of Alberta have benefited from substantial research in the fields of reading and arithmetic. Less has been done in language. The present study was therefore designed to throw light on the general level of language achievement in Alberta, and on the influence of sex, intelligence and racial origin on linguistic attainment. To permit these ancillary studies it was decided to omit the comparison of attainment among subsamples drawn from the different types of Alberta administrative units which characterized the companion studies in reading and language. As in these studies, however, the samples were chosen from two grades—IV and VII.

Selection of the Sample

To secure a sample which was representative, the province was divided into eight areas on the basis of socio-economic status, racial origin and geographic location. The number of pupils chosen from the ungraded rural, the graded rural and town samples was approximately proportional to the total school population of the area concerned. Graded rural children were randomly chosen from classrooms in villages having a school population of less than 250. To insure more valid sampling only children who actually resided in rural areas were included in the graded rural sample. The ungraded rural sample was similarly drawn from the ungraded or one-room rural schools of the eight areas. The children of the town sample were randomly drawn from centres in which the school population was in excess of 250 but not over 1,000. For the large and small urban samples the cities of Edmonton and Lethbridge, respectively, were randomly selected.

The Testing Instruments

Data provided by reliable testing instruments afford a means of comparing the mean scores of our representative sample with the larger standardization group. Careful utilization of the results can do much to guide the efforts of teachers and educational leaders in the interest of an improved language program. With the specific

purposes of our Alberta survey in mind, it was decided to use the California Short-Form Test of Mental Maturity, Elementary (1950 S-Form), as a measure of intelligence, and the Elementary and Intermediate Forms AA of the California Language Test as measures of achievement in language.

The California Short-Form Test of Mental Maturity provides subtests which yield three mental ages and three intelligence quotients: Language, Non-Language, and Total. Four major factors involved in intelligence are said to be measured by this test, namely: spatial relations, logical reasoning, numerical reasoning, and verbal concepts useful in thinking.

The authors of this test claim that "the major purpose of the test is to provide information on the nature and organization of the abilities of a given pupil in order that that information may be used to guide his learning activities."¹ Cattell states that the test is "exceedingly well designed from the point of view of adaptation to school needs and the convenience of the teacher. All the data regarding consistencies, standardization, and correlation with school progress that one could reasonably demand are clearly presented."²

Both the California Language Test, Elementary, Form AA, and the California Language Test, Intermediate, Form AA, are described by the authors as "instruments for accurately measuring student achievement in the fundamental language skills."³ The Elementary form for use in grades IV, V and VI contains exercises in the mechanics of writing and spelling, and a section on English usage and sentences. Capitalization and punctuation are tested in sentences, fifteen correct responses being possible in each. The Intermediate form for use in grades VII, VIII and IX is similar in structure to the Elementary form. An additional section is included in the Intermediate form, which is designed to test knowledge of parts of speech.

Despite the claims of the authors that the main purpose of the California Language Tests is to aid in the identification of specific strengths and weaknesses of individual pupils, Lannholm expresses the opinion that they "will serve better as measures of general achievement than as diagnostic-analytic instruments."⁴ In view of the fact that the Alberta survey was designed to measure achievement in language, there would appear to be no justifiable reason for

¹E. T. Sullivan and others, *Manual for California Short-Term Test of Mental Maturity*, 1950, p. 2.

²R. B. Cattell, "Review of California Test of Mental Maturity," *The Nineteen Forty Mental Measurements Yearbook*, 1940, p. 1194.

³E. W. Tiegs and W. W. Clark, *Manual for California Language Test*, 1950, p. 2.

⁴G. V. Lannholm, "Review of California Tests," *Fourth Mental Measurements Yearbook*, 1953, p. 149.

criticizing the choice of either the Elementary or Intermediate forms of the California Language Test as suitable testing instruments.

Research Design

Following the administration of the tests, all papers were returned to the Faculty of Education, University of Alberta, where they were marked and the results recorded on specially designed data assembly sheets. From these sheets, frequency distributions were compiled for the mental ability test scores and the language achievement test scores obtained by all grade IV and grade VII pupils participating in the study. The arithmetic means, standard deviations, and standard errors were computed for each sample.

In order to test the significance of mean differences exhibited between samples, the mean differences, standard errors of the differences, and the critical ratios were determined. The critical ratio values were tested against the table of t . At the .01 level of confidence the null hypothesis was retained for critical ratios less than 2.58; at the .05 level, for critical ratios less than 1.96.

Comparison of the Total I.Q. scores and Total Language scores for boys and girls was made on the basis of the significance of mean differences. The English and bilingual groups were similarly compared. The product-moment coefficients of correlation were calculated between Total I.Q. and Total Language scores for the grade VII children tested in each sample to determine the degree of relationship existing between intelligence and language achievement. The reliability of each correlation coefficient was tested against the null hypothesis for the significance of its departure from zero.

It should be mentioned that the grade comparisons recorded in this study have been made on a basis of grade placement scores. Intelligence and language achievement, on the other hand, are represented by the obtained raw scores.

Grade Comparisons

The grade levels obtained by the Alberta samples on the California Language Tests serve as a basis for comparing the language achievement of the grade IV and VII pupils tested. The mean achievement on the mechanics of English and grammar, spelling, and total language subtests are presented in Table I.

From an examination of the means in this table, it is evident that on each of the subtests the pupils of both grade IV and grade VII samples achieved a higher language level than their actual grade placement. Two questions are of interest at this point. How much is this measured achievement above their actual grade level, and how much growth in language ability has taken place between grade IV and grade VII?

TABLE I

MEAN ACHIEVEMENT EXPRESSED AS GRADE PLACEMENT
OF THE ALBERTA GRADE IV AND VII SAMPLES ON
THE CALIFORNIA LANGUAGE SUBTESTS

Subtest	Grade Placement Means	
	Grade IV	Grade VII
Mechanics of English and Grammar	6.1	8.6
Spelling	5.9	9.1
Total Language	6.0	8.9

Table II shows that in the skills measured by the California subtest, the pupils of the grade IV and grade VII samples achieved from seven months to a year and two months beyond their actual grade placement. While this is an encouraging finding it must be noted that its validity depends upon the assumption that the Alberta and American samples are comparable.

Table III indicates the differences between theoretical and actual grade placement of the grade VII group in the language skills measured by the California Language Tests. The range of grade placement scores in the tables of norms for the California Language Tests is from 2.0 to 11.0 for the Elementary level (grades IV, V and VI), and from 3.0 to 14.0 for the Intermediate level (grades VII, VIII, and IX).

TABLE II

COMPARISON BETWEEN ACTUAL GRADE PLACEMENT
AND CALIFORNIA LANGUAGE SUBTEST GRADE
PLACEMENT OF ALBERTA GRADE IV AND VII SAMPLES

SUBTEST	GRADE PLACEMENT					
	Grade IV			Grade VII		
	Actual	California Mean	Difference	Actual	California Mean	Difference
Mechanics of English and Grammar	4.9	6.1	1.2	7.9	8.6	0.7
Spelling	4.9	5.9	1.0	7.9	9.1	1.2
Total Language	4.9	6.0	1.1	7.9	8.9	1.0

TABLE III
GROWTH IN LANGUAGE ABILITY OF GRADE VII SAMPLE
AS MEASURED BY THE CALIFORNIA LANGUAGE SUBTESTS

Subtest	Grade Placement Differences between the Grade IV and Grade VII Samples	
	Actual Difference	Mean Score Difference on California Language Test
Mechanics of English and Grammar	3.0	2.6
Spelling	3.0	3.2
Total Language	3.0	2.9

TABLE IV
RANGE OF GRADE PLACEMENT SCORES OF ALBERTA
GRADE IV AND VII SAMPLES ON CALIFORNIA
LANGUAGE SUBTESTS

Subtest	Grade IV			Grade VII		
	Lowest	Highest	Range	Lowest	Highest	Range
Mechanics of English and Grammar	2.2	11.2	9.0	3.1	13.0	9.9
Spelling	3.0	9.3	6.3	4.1	13.1	9.0
Total Language	2.7	9.3	6.6	3.8	12.3	8.5

Table IV shows startling grade placement ranges. They seem to indicate the need for language testing and a teaching program suited to the range of ability of pupils in the grade. They also emphasize the necessity of grouping within a grade in terms of ability in language, just as is ordinarily done in reading.

Comparison of Test Norms

After comparison of the level of language achievement of grade IV pupils with that of grade VII pupils in Alberta schools, the achievement of Alberta schools was compared with the published norms of the California Language Test. The percentile levels of grade placement for the Alberta sample of grade IV and VII pupils and the percentile norms of the California Language Tests are given in Tables V and VI.

TABLE V
ALBERTA AND CALIFORNIA NORMS FOR THE
ELEMENTARY CALIFORNIA LANGUAGE TEST, GRADE IV

Percentile Norms	Mechanics of English and Grammar		Spelling		Total Language	
	Alberta	California	Alberta	California	Alberta	California
99	8.8	7.8	8.0	7.6	8.1	7.7
95	7.8	6.8-7.7	7.4	6.7-7.5	7.4	6.7-7.6
90	7.4	6.2-6.7	7.0	6.3-6.6	7.2	6.2-6.6
85	7.2	5.9-6.1	6.8	5.9-6.1	6.9	5.9-6.1
80	7.0	5.6-5.8	6.7	5.6-5.8	6.8	5.6-5.8
75	6.8	5.4-5.5	6.5	5.4-5.5	6.7	5.4-5.5
70	6.6	5.2-5.3	6.4	5.2-5.3	6.5	5.2-5.3
60	6.3	5.0-5.1	6.2	5.0-5.1	6.3	5.0-5.1
50	6.1	4.6-4.9	6.0	4.6-4.9	6.1	4.6-4.9
40	5.8	4.4-4.5	5.7	4.4-4.5	5.8	4.4-4.5
30	5.6	4.1-4.3	5.5	4.1-4.3	5.6	4.1-4.3
25	5.4	3.9-4.0	5.3	3.9-4.0	5.5	3.9-4.0
20	5.3	3.7-3.8	5.1	3.7-3.8	5.3	3.7-3.8
15	5.1	3.4-3.6	4.9	3.5-3.6	5.1	3.5-3.6
10	4.9	3.1-3.3	4.7	3.2-3.4	4.9	3.2-3.4
5	4.5	2.6-3.0	4.3	2.9-3.1	4.5	2.8-3.1
1	3.5	2.5—	3.4	2.8—	3.8	2.7—

Note: The actual grade placement of the Alberta sample at the time of testing was 4.9.

The data show that at all the percentile levels given in Table V the Alberta Grade IV sample had a higher level of achievement in Mechanics of English and Grammar than the California standardization sample, while in each of Spelling and Total Language the California scores equalled those of the Alberta sample only at the 95 percentile level. In grade VII the Alberta sample exceeded the normalization sample at every percentile level in Spelling, while it was equalled by the California sample only at the 95th and 99th percentiles in Mechanics of English and Grammar and Total Language.

The findings suggest that the language ability of the pupils included in the Alberta sample compares favorably with the ability of the pupils who comprised the standardizing sample of the California Language Tests.

Comparison of Intelligence Scores

With respect to intelligence, Wellman⁵ points out that although within the general population the mean I.Q. does not vary with age, differences appear in the case of children from different types of

⁵Beth L. Wellman, "Child Development—Environmental Factors," *Encyclopedia of Educational Research*, 1952, p. 143.

background. Three seems to be real evidence in the results of the present investigation to support this contention.

A comparison of the mean scores attained by five randomly chosen samples of Alberta children in grades IV and VII on the California Short-Form Test of Mental Maturity, Elementary, 1950, S-Form, is shown in Table VII.

TABLE VI
ALBERTA AND CALIFORNIA NORMS FOR THE
INTERMEDIATE CALIFORNIA LANGUAGE TEST, GRADE VII

Percentile Norms	Mechanics of English and Grammar		Spelling		Total Language	
	Alberta	California	Alberta	California	Alberta	California
99	11.4	11.5	12.6	11.4	11.1	11.5
95	10.9	10.4-11.4	11.5	10.3-11.3	10.8	10.3-11.4
90	10.5	9.6-10.3	11.0	9.6-10.2	10.5	9.6-10.2
85	10.1	9.2- 9.5	10.7	9.3- 9.5	10.2	9.3- 9.5
80	9.9	8.9- 9.1	10.5	9.0- 9.2	10.0	9.0- 9.2
75	9.7	8.7- 8.8	10.3	8.7- 8.9	9.8	8.7- 8.9
70	9.5	8.4- 8.6	10.1	8.4- 8.6	9.6	8.4- 8.6
60	9.0	8.0- 8.3	9.7	8.0- 8.3	9.3	8.0- 8.3
50	8.8	7.6- 7.9	9.3	7.6- 7.9	9.1	7.6- 7.9
40	8.3	7.3- 7.5	8.9	7.3- 7.5	8.7	7.3- 7.5
30	7.9	7.0- 7.2	8.4	7.0- 7.2	8.3	7.0- 7.2
25	7.7	6.7- 6.9	8.1	6.7- 6.9	8.1	6.7- 6.9
20	7.4	6.3- 6.6	7.8	6.3- 6.6	7.8	6.3- 6.6
15	7.2	6.0- 6.2	7.5	6.0- 6.2	7.5	6.0- 6.2
10	6.9	5.5- 5.9	7.0	5.4- 5.9	7.1	5.4- 5.9
5	6.2	4.6- 5.4	6.3	4.5- 5.3	6.6	4.6- 5.3
1	5.1	4.5—	4.8	4.4—	5.2	4.5—

Note: The actual grade placement of the Alberta sample at the time of testing was 7.9.

TABLE VII
COMPARISON OF MEAN INTELLIGENCE SCORES OBTAINED
BY FIVE SAMPLES OF ALBERTA CHILDREN ON THE
CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY

Sample	N	Total IQ	Language IQ	Non-Language IQ
Large Urban	393	109.51	108.71	110.89
Small Urban	297	109.26	109.71	108.60
Town	424	107.83	107.43	108.08
Graded Rural	406	103.97	102.89	105.96
Ungraded Rural	369	99.55	98.51	101.45

Among large urban, small urban and town samples, the differences between Language I.Q. and Non-Language I.Q. are but slight as compared with those of the graded rural and ungraded rural samples. In apparent agreement with other research findings, it would seem that rural children obtain notably higher non-verbal I.Q. scores than they do verbal I.Q. scores. With urban and town children these differences are less extreme. There appears to be adequate evidence from the results of this study to support the assertion made by Shepard⁶ that city children usually surpass country children in verbal-type mental tests.

Correlation Between Intellingence and Language Achievement

Numerous investigations have shown substantial positive correlations between intelligence and academic achievement. In the present study the coefficients of correlations between Total I.Q. scores and Total Language scores for the Alberta samples of grade VII pupils tested range from .54 to .76, as shown in Table VIII.

TABLE VIII
CÔEFFICIENTS OF CORRELATION BETWEEN TOTAL
INTELLIGENCE AND LANGUAGE ACHIEVEMENT

Samples	N	r
Large Urban	192	.76
Small Urban	142	.54
Town	212	.69
Graded Rural	183	.62
Ungraded Rural	185	.66

When the reliability of the above coefficients of correlation is tested against the null hypothesis that the computed coefficients do not depart significantly from zero, it is found that in all five cases the correlation coefficients are highly significant at the .01 level of confidence. It is accordingly concluded that a marked relationship exists between tested intelligence and language achievement for the grade VII children who participated in the Alberta survey.

Sex Differences

In a review of the literature dealing with sex differences it has been recognized that girls show a consistenly marked superiority over boys in language achievement, but that no measurable degree of difference is to be found where mental growth and intelligence are concerned.

⁶Eugene L. Shepard, "Measurement of Certain Nonverbal Abilities of Urban and Rural Children," *Journal of Educational Psychology* (September, 1952), p. 461.

Any application of sampling theory is valid only to the degree that the samples are randomly selected. To assure the choice of representative and unbiased samples of both boys and girls in this study, the writers adopted the use of a table of random numbers. A comparison of the mean scores of 200 boys and 200 girls randomly chosen from the entire grade VII sample is shown in Table IX.

TABLE IX
COMPARISON OF MEAN SCORES IN INTELLIGENCE AND
LANGUAGE OF GRADE VII BOYS AND GIRLS

Samples	N	Total I.Q.	Total Language
Boys	200	102.90	64.78
Girls	200	103.78	70.83

In order to determine whether or not the obtained mean differences were significant, the critical ratios shown in Table X were computed.

TABLE X
SIGNIFICANCE OF DIFFERENCE BETWEEN MEAN SCORES
IN INTELLIGENCE AND LANGUAGE FOR GRADE VII
BOYS AND GIRLS

Scores	D	SE _D	CR	Level of Significance
Total I.Q.	0.88	1.37	0.64	.....
Total Language	6.05	1.07	5.66	.01

From this evidence it may be concluded that there is no real difference between the mean Total I.Q. scores of the randomly chosen samples of Alberta boys and girls on the California Short-Form Test of Mental Maturity. However, there is a significant superiority for the girls over the boys in terms of scores on the California Intermediate Language Test.

The comparisons made in this study have to do with total intelligence scores. Results obtained on performance scales of intelligence give evidence similar to that provided above. When intelligence tests of a strictly verbal nature are used in comparing sex differences, girls tend to be consistently superior. The verbal features of the California Short-Form Test of Mental Maturity may be suggested as being responsible for the slight, though non-significant, superiority of the girls tested in this survey.

Scholastic achievement scores provide plenty of evidence to show that "girls usually excel in oral and silent reading, language

usage, spelling, and handwriting.”⁷ It should not be too surprising to learn, therefore, that on the California Language Test the girls of Alberta demonstrated a highly significant superiority over the boys at the grade VII level. Table X indicates a difference in mean Total Lanaguage scores of 6.05.

Bilingualism

The effect of a non-English home life upon the language achievement of Alberta pupils constituted a major problem in the present investigation. Strickland observes that “whether learning two languages in the child’s early years is more of an asset than a liability in ultimate language development is a question which has been long discussed.”⁸ Though evidence of the effect of bilingualism on achievement in language is not entirely clear, it does appear true that a bilingual environment tends to handicap progress in school subjects, particularly language.

Before considering the data on bilingualism in the Alberta survey the matter of sample selection had to be settled. For purposes of comparison 200 children who spoke English only were randomly chosen from the 940 boys and girls of the grade VII sample. The bilingual sample included all 131 pupils who declared some language other than English as being the principal language spoken in the home. A comparison of the mean Total I. Q. scores for these two samples is presented in Table XI.

TABLE XI
COMPARISON OF MEAN TOTAL I.Q. SCORES AND TOTAL LANGUAGE SCORES FOR ENGLISH AND BILINGUAL SAMPLES

Samples	N	Total I.Q.	Total Language
English	200	105.10	68.78
Bilingual	131	95.44	62.84

In order to determine whether or not the mean differences tabulated were significant, the critical ratios were calculated as shown in Table XII. These values are found to be highly significant at the .01 level of confidence. From the results of this study there seems to be some evidence to support the conclusion that the linguistic advantage enjoyed by English monoglot pupils may be an important factor in their superiority over bilingual children on the California Short-Form Test of Mental Maturity. Not too much

⁷F. S. Freemann and C. C. Miles, “Sex Differences”, *Encyclopedia of Educational Research*, 1952, p. 1206.

⁸Ruth C. Strickland, *The Language Arts in the Elementary School*, p. 25.

confidence may be placed in this conclusion, however, due to the limited number of pupils included in the bilingual sample.

In terms of this study it would seem reasonable to suggest that a child who is obliged to learn two languages at the same time may progress more slowly in the new language than he would if he were utilizing only one language. Certainly bilingual pupils in Alberta schools fail to achieve results in language comparable to children from homes in which English is the only language spoken.

TABLE XII
SIGNIFICANCE OF DIFFERENCE OF MEANS FOR TOTAL I.Q.
AND TOTAL LANGUAGE SCORES OBTAINED BY ENGLISH
AND BILINGUAL SAMPLES

Scores	D	SE _D	CR	Level of Significance
Total I.Q.	9.66	1.45	6.66	.01
Total Language	5.94	1.38	4.30	.01

Summary of Findings

In assessing the results of the survey of language achievement in Alberta two factors are to be considered. First, the Alberta sample and the American sample on which the California Language Tests were standardized are far from comparable because of the influence of differing curricula, standards, and promotion policies. Comparisons between the two groups must, therefore, be made with reservation. Second, the California Language Tests give a grade placement rating based on the measurements of only a limited range of basic language skills. The following summary is offered with the foregoing limitations in mind.

1. In Total Language the Alberta sample achieved a mean grade placement of 6.02 in grade IV, and 8.89 in grade VII. Thus it is apparent that the grade IV and VII pupils of Alberta schools achieved language scores well above their actual grade levels.
2. Alberta pupils in grades V, VI, and VII appear to have a slower rate of language growth than in grades I to IV. This finding opens interesting avenues for further study into the causes of the apparent slowing down of language achievement in grades V, VI, and VII.
3. The range of grade placement varies from 6.3 grades in grade IV spelling to 9.9 grades in grade VII Mechanics of English and Grammar. The composite score of Total Language has a range of grade placement scores of 6.6 grades in grade IV and 8.5 grades in grade VII.

4. On the California Short-Form Test of Mental Maturity, the urban and town school children of Alberta demonstrate a significant superiority in intelligence over children from graded rural and ungraded rural schools. This fact may be attributable, in part, to the verbal components of the intelligence test.

5. With the exception of the small urban sample, Alberta children are found to reach a higher level of attainment on the Non-Language section of the California Short-Form Test of Mental Maturity than on the Language section.

6. In comparison with the standardization group, the school children of Alberta appear to demonstrate a significant superiority in intelligence test scores.

7. Substantial positive correlations are found to exist between intelligence and language achievement, as measured by the California Short-Form Test of Mental Maturity and the California Language Test, Intermediate, Form AA. The coefficient of correlation for the combined Alberta samples of grade VII children is .66.

8. On the California Short-Form Test of Mental Maturity, no significant sex differences in intelligence are found to exist for Alberta children.

9. The grade VII girls of Alberta demonstrate a highly significant superiority over the boys on the California Language Test, Intermediate, Form AA.

10. Children from homes in which English is the only spoken language obtain substantially higher scores on the California Short-Form Test of Mental Maturity than do children from bilingual homes. This again may be attributable, in part at least, to the emphasis on language of the intelligence test.

11. When the English and bilingual groups are compared for language achievement on the California Language Test, Intermediate, Form AA, the difference is significantly in favor of the English group.

12. Data derived from this investigation provide adequate evidence to suggest that children from Alberta homes in which English is spoken attain higher scores than do bilingual children on tests of intelligence and language achievement.

Implications

1. Despite the high language achievement levels attained by grade IV and VII pupils in Alberta schools, there appears to be reason for concern over the slower increment of learning between grades IV and VII as compared with grades I to IV. Only in spelling do the test results remain consistent, implying that greater emphasis

be placed on the mastery of Mechanics of English and Grammar in Division II.

2. The wide range of grade placement so apparent in this study seems to focus attention upon a teaching problem which may be common to every classroom. Teachers might well direct more attention to providing for the needs indicated by the extreme range of language achievement in Alberta schools.

3. Due to the significantly high correlation between mental maturity and language achievement, caution should be exercised in the degree of dependency placed upon verbal intelligence scores.

4. In the determination of the total potential abilities of bilingual children, one is forced to conclude that verbal tests of mental measurement appear to be inadequate. This implication does not encourage any suggestion of the discontinuance of the use of verbal tests, but does imply that for a more accurate evaluation of intellectual abilities non-verbal or performance tests should also be employed in testing bilingual students.

5. Rural children appear to suffer in comparison with urban and town children from a lack of verbal and linguistic background. Obviously a language program in rural areas should be designed to provide for the linguistic needs and deficiencies of rural pupils.

6. Children of foreign parentage appear to suffer a very definite handicap in English. Certainly the findings of this study point to a need of bilingual students for special assistance in the mastery of the basic English language skills.

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Appendix

A COMPOSITION SCALE FOR ALBERTA GRADE FOUR AND GRADE SEVEN STUDENTS

The following pieces of student writing were selected from a representative sample of Alberta grade IV and grade VII students, as explained in the language study on pages 5-18 of this *Journal*. They were evaluated by juries of experienced teachers in the Faculty of Education, University of Alberta, on the basis of the quality of communication (selection, organization, and presentation of ideas). It must be emphasized that the evaluation is for *quality* alone; separate ratings were made for formal correctness and mechanics.

The items, grouped under scale value headings according to the jury's evaluation of each, constitute a "composition scale." 5 indicates a composition of the highest value; 1, a composition of the lowest value. The scale is, of course, purely relative: it offers no secure basis for rating student writing in a given classroom.

Grade IV (Fun After Four)

Scale value 5 (sample 1)

I can hardly wait till after school, for I'm making a magic ink kit. First of all in making the kit you line the kit with cloth. The next thing you are to do is to put some lemon juice in a bottle and put it in the kit, also three or four toothpicks. Then you put a piece of tape over top of them, leave them for awhile then try the magic. You take a toothpick and put it in the bottle, then take it out. Get a piece of paper, write a message in a cold place, then heat it with an iron and you can read the message. I hope it works.

Scale value 5 (sample 2)

I have fun in many ways. But I will tell you of one experience I had.

One day last summer my girl friend and I decided to go bike riding. My girl friend said she knew of a wonderful playhouse.

So we took our bikes and went away. We finally came to some tall grass. In the middle was a big fallen tree. So my girl friend and I crawled in. All of a sudden my girl friend screamed SKUNKS! she screamed. We rushed out got our bikes and rode away the skunks following behind.

You can imagine what we did when we got home.

YES! We took a bath and buried our clothes.

We have never gone there since that time and we never mean to either.

Scale value 5 (sample 3)

Bob and I ran home as fast as we could after school. We were going to make a big red and yellow kite with a picture of a clown on it. Yesterday Bob's dad gave us some light wood for the framework of the kite. We were going to make the kite thirty-six inches high and thirty inches wide. Mr. Smith gave us one-hundred feet of string to fly the kite with. We worked hard and soon had it finished. We took it outside to see if it could fly. We

had flown it for thirty minutes when mother said we had better come in for supper. In we went after having lots of fun since four o'clock.

Scale value 5 (sample 4)

Today I can hardly wait to get home. I am going to build, a birdhouse with my brother. We are going to make it a shape like this. [Sketch]

It is kind of late to make a birdhouse now. That is why I am in such a hurry. I am going to make two small holes, for a small bird to get in. I don't want that a blackbird, or any other big birds to get in, and take the eggs away.

We are going to paint the roof red, and the walls white. It is going to be a beautiful home for the bird that will live in it.

Scale value 4 (sample 1)

When I come home from school I like to go down to the creek and catch minnows. Sometimes we play in the hay stacks. We go to the farm After school sometimes and I love to gather eggs, milk the cow, feed the pigs, and ride horse back. We play ball there to. That's why I like to get out of school at four o'clock.

Scale value 4 (sample 2)

Oh how happy I am when school is out! Because I like to read brightly color books that have the best stories with other boys and girls, that play in the hot, bright, sun, in the bright, beautiful blue sky. After school I like to play with my doll Sharon. I to play her bright, shiny, gold hair and put different dress on Sharon. That is why I like to go home after school.

Scale value 4 (sample 3)

After school I usually go to a lesson. But when I don't, I like to play skipping, baseball and catch with my girlfriends. Sometimes I go for a bike ride. Many times I sit out on the doorstep and sketch the clinic across the street. Are garage has a flat roof, and many a time I go up and read. Sometimes I amuse myself in the house with, knitting, sewing and reading. Once in a while I go to a birthday party or a movie. Now and then I go shopping with my mother. "Do you have as much after school as I do?"

Scale value 4 (sample 4)

When I come home from school and my chores are done I go hunting crows with my 22. Dad gives me five cents for every crow I shoot. Some days I don't see a crow but some days I shoot two or three of them. I am saving my money to buy a base ball glove and bat.

Scale value 3 (sample 1)

In winter when I come home from school I put on my skates and go play hockey with Melvin or tag on the ice too. When Melvin goes in the goal I try to get it in. If I do it counts one score for me. When I go in the goal and he gets it in it counts one score for him. We don't have to go far when we want to skate. When we go after supper we take the lantern and hang it on a big long post so we can see what we are doing. Sometimes we take a sledge on the ice and give each other rides. We have lots of fun just about every day in winter.

Scale value 3 (sample 2)

I'm glad that school is over because I can go build my cart and put the wheels on and the seats. After I finished I will go find some boys and go down the street in my cart and have fun. We will go down the street and then I will let some of my friends have a ride in my cart.

Then after I have to go in and eat my supper. After I will come outside and play with my cart. Then after I have to go home and go to bed and sleep.

Scale value 3 (sample 3)

After school I play with Helen and Billy. We play doubledutch and hop-scotch. So Helen, Billy, and I play double-dutch. In double-dutch, last night, I skipped up to eight hundred. Helen and Billy were so tired, that they had to drop the ropes.

Then after we finished playing double-dutch, we played hop-scotch. Just helen and I were playing. I had all the squares filled with stars. Helen was very mad, because she had only one star.

Scale value 3 (sample 4)

When I get home from school. I get my friend and we get our bikes. We play motorcycles and try to climb up a little hill. When we fall, we ride our biks to the fence. We get a little piece of pipe and get the hose. We put the pipe on the sheel and turn on the hose. We pretend that the water is gas. Then we go try to climb the little hill.

Other days we play calvery. We round up some boys and play. A little friend of min has an Indian tent and a flag that we play with. We dig little hols in the ground and put bushes over the hols so that the Indians wont know that there are traps that gaurd our fort.

Scale value 3 (sample 5)

I go to play war with Eric and Fred. Eric has built a wooden tank in which we play. We get some more friends to play war. I like playing war because we hide in the grass and all kinds of places. We take sticks for our gun. In the tank Eric has a pipe for a gun. After that we have to go hom and eat.

Scale value 2 (sample 1)

When I get home, after four I play baseball or football in the summer.

In the winter I go in the house, and read or listen to the radio, sometimes I go outside and play, snow balls or go skiing.

Scale value 2 (sample 2)

I have a lots of fun playing ball after school. I like it because you run arought and jump up high for the ball and have a lots of fun batting the ball too. Sometimes I bat the ball it goes so far them I have made a homerace. Sometimes I like to picthes I picthes usually so high that it goes so far I have to run to get it. After supper I play the same game too.

Scale value 2 (sample 3)

I like to play on the lumber. I like to run after the rabbit I also like to fix my playhouse and I like to play with the robbins eggs I like to look at the gadern. arlene and byand likes to count seven tings in the gadern that look like vegebels and I tell them that is not vegebels and we have loads of fun.

Scale value 2 (sample 4)

After four I go and get the cow and feel the pigs. I help my father driveing the tactor. After I have to go and milk the cow and put them in the pasture. After I am finish milk the cow I go and play ball. Sometime I and my brother we play pith. When we are trieding playing ball we have to go and cloths the sheep and go and look for eggs. After we have to go and sleep to go to school nexts day.

Scale value 1 (sample 1)

I like rideing horse and I milk the cows and l like to play with violet at home and I held on the bram and beat the chicks and feet the bloc and I get . . .

Scale value 1 (sample 2)

I play ball boy catch ball.
I play cowboy took a bus.
I took boy a bons come rat bat man lossed.
I jump bus home—door.

Scale value 1 (sample 3)

We are playing ball and then. We are playing School and then we are.
going home.

Scale value 1 (sample 4)

I like to make an airplaine so to make it go up in the air. So it could go
up in the air a while.

I like to make a kite and have a long string. So it would stay up in
the air. kites.

Grade VII (Why My Hobby Is Important)

Scale value 5 (sample 1)

My hobby is collecting pictures of dogs. I get great enjoyment from
collecting pictures of dogs because I like these animals very much. The
pictures I collect are pasted in a large scrap-book.

Dogs are fine animals and good pictures of dogs can make a fine scrap-
book. It is fun to look through old magazines to find pictures you like.
This way you can learn different breeds of dogs and if you take time you
can learn to recognize different breeds on sight. You can learn the ancestors
of common dogs. You can also learn something about dogs you have never
seen. In my scrap-book are pictures of my own dog taken every year. This
way I can tell how he has grown and how he has changed. I would like to
collect pictures of my friends dogs and compare them from year to year.
I think collecting pictures of dogs is a very interesting hobby.

Scale value 5 (sample 2)

My hobby is playing or maybe I should say trying to play the piano and
the clarinet. I am taking piano lessons but my father is teaching me to
play the clarinet. I consider playing the piano important because I want to
be able to play for parties and for my own pleasure. My hobby is important
to my grandmother and grandfather because they want me to play for the
church when I am older. My father wants me to play the clarinet so I can
play duets with him. He also likes me to accompany him on the piano while
he is playing his clarinet. My being able to play the piano comes in handy
because now I pianist for the Junior White Cross, a church organization.
When my grandmother and grandfather come over we all gather around the
piano and I play while the rest sing. Even though my teacher despairs
when I strike a wrong key and my sister becomes angry with me for
practicing too much, I am still trying to become better.

Scale value 5 (sample 3)

How many of you collect stamps? I do, and here are the reasons why.

First of all, and most important, stamp collecting is fun. Many people
can not see how it is fun. Often I am asked why I “waste” so much time
over a “measly” thing like stamps, when I could be doing something useful,
like embroidering, or knitting.

Stamp collecting is also interesting. Some stamps are odd-shaped, some
are beautiful. Some are even worth fortunes. These stamps, of course, are
very rare.

When I told my dad that stamp collecting is educating, he asked me.
“How?” When you are stamp collecting, you learn about new, existing
places, such as Nicaragua, and Monaco. How many of you have ever heard
of Angola, Vatican City, or the Republic of Indosena?

Many important people, such as King George VI, Prince Philip, King Farouk of Egypt, and President Roosevelt, collect, or collected stamps. In fact, many kings of many different countries collect stamps. These "Royal Collections" are often on display to the public.

Another good point about stamp collecting is that it is very easy to start. You can obtain many different stamps from banks, or large business firms. It is also helpful to have a "pen pal" in some foreign land. Maybe your grandparents have a trunkful of old letters, or post cards you may go through.

So, kids, before choosing a hobby, think about stamp collecting. It is one of the most interesting hobbies in the world today.

Scales value 4 (sample 1)

One afternoon while we were on our holidays, I heard a Pipe Band. I immediately wanted to play in it. But seeing as how I didn't live there I couldn't. When we got home I started right in taking lessons. I am now playing in the "Lethbridge Jr Bonnie Doon Pipe Band." While playing in the band or on my own I get much enjoyment out of doing it. When I am alone or on holidays and have nothing to do I play my pipes to fill in time. In playing on my own or with the band other people enjoy listening to you which encourages a person. Being the oldest member in the band is lots of fun when the band is asked to play anywhere because it gives others enjoyment and you also enjoy yourself. The most fun next to playing the pipes is the wearing of the kilt uniform. That really makes you feel good. My Dad, coming from Scotland, doesn't think I could have picked a better hobby.

Scale value 4 (sample 2)

My hobby is building model airplanes. It is a fine pastime for rainy and winter weather.

I think my hobby is important because it gives practice in putting and fitting things together in the right order. It helps you in learning the different parts of a plane and how well you can put it together. It gives you practice in reading and studying and working things out for yourself. After you have learned how to build planes well you can build other models such as: boats, race cars, and many other things. When you see stories in magazines and books it makes you want to read them and learn more about them. After you learn more about planes and other models you can buy motors for them. When you learn enough about them you can help other children just learning.

Scale value 4 (sample 3)

Skating, being my chief hobby, gives me the amount of exercise and fresh air to keep healthy. While doing this, much enjoyment is added to life. The experience I get every year from being in the ice carnival here is very good and will help me in the future, for it gives me more courage to do things outside of skating. Skating also comes in handy at times, for when I want to go with some friends skating, I am able to do it properly and enjoy it more. I have been skating for four years now and every year I seem to enjoy it more. Now I am more experienced with it and am able to teach other children. The audience, when at our carnival are enthralled for they enjoy watching it as much as we enjoy putting it on. Skating is my best achievement and it brings more joy to every one who does it.

Scale value 4 (sample 4)

I figure my hobby is important because it gets me money for things which I figure are important. Right now I am saving up to go to college. My hobby is raising flowers and vegetables. In past years I have won quite a few prizes from the annual "Horticultural Society's" flower and vegetable show. I have also entered the school garden competition for the second year. This year I am in the advanced flower class because I won a prize last year. My hobby also gets me valuable advice on flowers. I learn quite

a bit about gardening from some of the older people who help with the horticultural display every year. My hobby also teaches me how to take care of our garden every year. Gardening gets me out in the fresh air too because I like to read and would otherwise spend all my time reading. I collect pictures of the different kinds of flowers. I hope to have enough money to go to college by time I'm finished Grade twelve. I also hope this story will tell you why I think my hobby is important.

Scale value 4 (sample 5)

I have a wonderful hobby which is sewing. I became interested in sewing two years ago when one of my coussin came to visit me. She stayed at my place and we had a old sewing machine which we never used. She told us that she could sew (I) and wanted to try to make herself a sun dress. So she got what she needed and made wanderful dress so I told her to teach me how and she did. I learn to make a few little thing and before she left I got a pattern and made myself a dress too it wasn't to bad so after she left I made other things.

Now I can do practically any thing like dresses, slips, jeans blouses, etc. I save my mother and father some money. Oh! I even tried to do a coat which I didn't succeed in doing it. I can follow a pattern pretty well.

Later I intend to go to school that teaches how to sew and after I want to be a dresses maker in a big factory. My mother thinks its a wanderful career and I think it is too. I hope I don't change my mind.

Scale value 3 (sample 1)

My hobby is sewing. It is a very useful and lots of fun. Sewing is not very expensive and a very good passtime. If you don't like to follow patterens you can make up your own.

When I started to take up sewing it sounded hard, but now I think its fun. I first started on a apron when I was taking Home. Ec. This is what started my liking for sewing. I enjoyed making my apron so much that I dicided I would like to make other things. After awhile I made myself a blouse. Soon I began sewing quite a few clothes for myself. I later started making quite a few things for other people. It wasn't half as expensive as buying clothes up town.

Many young girls started to take up sewing too because they wanted to save some of their money for other things. I suggest that you, too, will start taking up sewing. I am sure many people will enjoy your work if you do it your best.

Scale value 3 (sample 2)

My hobby is saving stamps and I like it very much because I can find the places on a map. When I have spare time I work on my hobby from After school until supper time.

My mother does more work when I'm working on my hobby. When I get stuck I call my mother and she helps me find the place. When I find the place I put the stamp in my album.

Some stamps have queer names and have funny pictures on them which I can't pronounce them. Some which I can pronounce I look the page up in my album and paste them in. Sometimes I find some old stamps which there is none in my album so I keep them just the same. Once in a time there are a package of free stamps in the papers so I send for them. I like to work alone on my hobby .

Scale value 3 (sample 3)

My Hobby is building model airplanes.

I like my hobby because it helps fill in my spare time and it is a lot of fun to try to build a difficult model.

I would sooner build a hard plane than a easy one because it takes longer and is more exciting.

The part I like best is putting the paper on and painting it. I like putting the paper on because you have to put the paper on just right or you don't have enough. I like making large models because a person has more room to work on the plane when the wire that moves the tail flaps break. I haven't tried building a jet model yet.

Scale value 3 (sample 4)

My hobby is collecting model planes, pictures of the army, navy and the air force. As soon as a new invention of war is out I try to get its picture or a model of it. In my room, I have many model planes.

My reason for liking this hobby is because my ambition is to become an air pilot. I like to handle guns and firing arms, I also like to read war books and adventures.

Another reason is because my brother in law and our neighbor went to World War II and tell many of their interesting tales of themselves and their buddies.

Another reason is because I like to travel and I also like speed and want to travel when I grow up to be a man.

I like my hobby and like to look up new pictures, build model planes, pictures of new guns, jets, boats, carriers, tanks and other fire arms. Every day there are new inventions, suits are being worked on now. Last month they invented a new bullet proof vest weighing only two pounds.

Scale value 3 (sample 5)

My hobby is collecting tadpoles, flowers and many kinds of leaves.

In the spring I usually get tadpole eggs and put them in a jar, with water from the river, as they actually become frogs, I put them back in the river.

I think its quite a nice hobby and an important hobby, I also think it kinda teaches me not to harm little animals.

I collect flowers and many kinds of leaves also.

When there are many nice flowers and leaves I usually gather them and press them in books.

When I'm sure they're well pressed, I put them in a little box.

Some time when there are very few flowers, I plant some, and press them when they are withered.

I think its fun and I also think its a very good hobby.

Scale value 3 (sample 6)

Many different people have important things about their hobbies but I have mine about stamp collecting.

I get enjoyment out of my stamp collecting because I can get together with other children to trade stamps and have stamp hunts.

The classification is one of the nicest things I think because you always go to different countries in your album and find many different kinds of stamps.

Sometimes when you find a stamp of which you are not sure of the value, it is best to look it up and sometime the stamp may be worth a fortune.

You learn a lot about the different countries when you take up stamp collecting. Another thing of what you learn is the value of stamps and you learn about history.

I like the approval companies where you buy stamps when the companies send them but I don't buy them very often.

I guess other children like other hobbies and think they are very important but I will always like stamp collecting.

Scale value 2 (sample 1)

My hobbie is to ride a horse, and liking it very much.

One fine Sunday morning I decided to go to my cousins place to ride a horse. Then when I finenly came there my cousin was reading a book. When she had finished reading, we took an old pale, full of oats and caught the horse. While we were riding up and down the road, I put my feet by her stomach, since she didn't like it she threw us both off. The second time we rode her my cousin kicked her and she began to run away, while she was runing we both fell off. Nothing didn't happen to my cousin but I had broken my hand. I wore a cast on for six weeks, and sure didn't enjoy it. After a month I rode the same horse and nothing didn't happen to me. I still do enjoy riding a horse, and will ride one.

Scale value 2 (sample 2)

My hobby is collecting different kinds of bird eggs. What I like best is going on a hike and collecting birds eggs. One day we went on a hike about three miles from home and when we found a good bush we stopped and went in looking for eggs. When we saw a nest and when we got a closer look it looked like two nests. When we got there we saw a porkepine eating the eggs out of the nest. So we tried to get the porkepine out of the tree so we could get the eggs. Each one of us wanted to get the eggs so we all got big long poles to get the porkepine down. We tried and we tried til one of the poles hit the porkepine and knocked him off the branch and on his way down he caught a branch and climbed back up. After that we were so tired we went out to the highway and ate our lunch. On our way home we stopped at a bush and killed a few mice and then we went home.

Scale value 2 (sample 3)

I got a calf from my dad because when the calf was born it did not now how to suck so I would stick the tit in the calves mouth and then it learned to suck itself so then in the evening I told my dad that I a going to keep it cause I learned it to suck so he said I could have it.

Now it is one year and a half old and I am going to keep if for a cow an let it have cavies if it will have a bull I will sell it and by a heifer and keep on raising cattle for my self and when I will grow up I will have a big heard of cattle.

It is Important because with cattlee you can make your living and make money. It is Important because when I a going to grow older I a planning to be a farmer because I am no very good in school work so I won't beable to learned to be nothing that you need to do lot reading cause I am not could in reading. I might take my calf to a show and I might win a price if I will be luck enough but If I won't win I won't win.

Scale value 2 (sample 4)

My hobby is ridding horses. I like this hobby, and I think it's quit important to me. Because I always have loved this animal.

This have been my hobby for many years. I find it very interesting too. it isn't jus about that pertigular horse I ride. or have, but about his family. from years back. Probably his grandfather was a rase horse. than I would mabie be able to find something about that horse that I think is interesting. I am not just interested in that or the horse famely, but it is interesting to know about its history.

I have many books about horses, and many of them I have made.

I have told other poeple about my hobby. They have tryed the same, and some of them find it very interesting too. it probably is an expensife hobby but it is fun.

Scale value 1 (sample 1)

Machines may give you and education and you may even get to know many thing about machines. You can learn different things about cars, trucks and so on. If you have the money you can buy little machines and play with them. If your are young when you start to play with machines after when you are about 25 years old you may know a little about machines. It is fun to have a hobby and fool around with things

Scale value 1 (sample 2)

My hobby is getting differnt kinds of horses. I like horses because they learn fast. You can learn them to lay down and many other things. They can be used for chasing cattle and other horses. You can sill a good horse for about Sevently-five dollars and you can raise them and make money to if they are fast. I started with horses about four years ago and like it very much. Some of them are harder to ride then others.

Scale value 1 (sample 3)

My Hobby is About a graden club. When we went a graden club When you have a graden club you have to clear and pull all the weeds. When it is small you get to water it third three time a day. But when there is a freeze you get to cover it up if it freeze you wouldn't have a graden club. Then in fall time you get to cook and put then in jars. like carrant beet peas beans. From flours are for winter. You put then in a can or a box that they wouldn't freeze. we cut out picture for the graden club and make a scape book, we have a meeting every two weaks. The graden club girls there are 8 girl that went the graden club, are Nattie Dora Tilly Mary annie we get a first priza for it. I like it very much for it.

